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LEARN SCIENCE

2017

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДНІПРОПЕТРОВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ЗАЛІЗНИЧНОГО ТРАНСПОРТУ
ІМЕНІ АКАДЕМІКА В. ЛАЗАРЯНА

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Learn Uscience

НАВЧАЛЬНИЙ ПОСІБНИК ДЛЯ ЗДОБУВАЧІВ ОСВІТНІХ РІВНІВ
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Посібник призначений для удосконалення навичок читання та перекладу наукових текстів з інженерних спеціальностей, а також служить меті розвитку спонтанної мови при проведенні дискусій з наукових проблем. Увага акцентується на різних видах письмових робіт, складанні анотації і реферату тощо.

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UNIT 1

THE IMPORTANCE OF LEARNING ENGLISH

What should we do? Who is to blame? These questions are regularly asked by any high school English teacher at least twice a year: after winter and summer academic sessions. On the one hand, during the academic year the instructors spare no pains to give the students all the knowledge they possess, on the other, - the students demonstrate willingness to absorb it, and in the learning process they are engaged they manifest their wish not to give up and cope with the articles, tenses, phrasal verbs and spelling rules.

But at the final exam the students use the same four-letter words they have used since primary school and still prefer simple tenses to Perfect and Progressive we have been trying so hard to instill into their minds.

At the same time we remember Nabokov's words: "I grew up like any ordinary child who spoke 3 languages. Indeed a lot of people in the world speak at least 2 languages, plenty of people speak 4 and some can communicate in 5 and even more, so it can't be all that impossible, can it?"

Admitting that learning a language needs systematic study we, instructors of English as a Foreign Language, work hard to make it pleasure for our students.

As professionals we have tried a variety of approaches over the past several decades. English by TV, video, computer-assisted training, "communication" movement, - these have been combined in various quantities with traditional learning like grammar exercises, translation and reading. And some approaches looked so powerful only a few years ago! Some theories seemed so irresistibly attractive! Just remember Esperanto, artificial language invented by a Polish doctor Lamenhof in 1887. It is considered a very easy language to learn: there are 5 vowel sounds and the grammar is based on 16 rules which have no exceptions. And now after a hundred years there are 8 million people in the world speaking Esperanto and still 800 million speak English. And whatever the political views on the subject, we could agree that the English language dominates in such areas as the media, international safety, communications, the computer software industry and education. The scientists supply different ideas trying to explain the phenomenon of English, but all admit that English spread around the world mainly via the British colonies and acknowledge that the future of the language is strongly linked to the future of the U.S.A.

For us teachers of English as a Foreign Language the future of the English language is always an attractive topic. We all or at least most of us remain “students of the sweet English tongue” for all our lives and acknowledging this we still hope that we get there in the end.

COMMENTARY

Загальна схема мовної взаємодії

Повідомлення	I think, I know, I consider, it seems to me, I suppose, to my mind, as for me
Судження, затвердження, припущення	I’m sure that..., my opinion is It’s my point of view. May be.
Додаткове повідомлення	Let me add, let me say a few words about..., it’s quite clear that, It’s no wonder that..., the thing is..., the trouble is That’s why, I think so because
Вираження ставлення до вислову	It’s really so. You’re quite right. I share this point of view. I think so. I quite agree with you. I’m of the same opinion. I agree to some extent. You are wrong. You are not quite right. I disagree with you. You’re mistaken. It can’t be so. I rather doubt it. It’s too much to say so.

EXERSISES

I. Agree or disagree with the statements given below.

Use the following phrases:

That's right,
I fully agree with you
Exactly.
Quite so.

You're wrong there.
Quite the contrary.
I can't agree with you here.
Not quite.

1. English teachers are eager to give the students good knowledge of English.
2. A foreign language can easily be learned.
3. English is easy to learn.
4. Nabokov spoke 3 languages.
5. Learning a language needs systematic study.
6. The great desire to learn matters more than any method.
7. Esperanto was invented in Italy.
8. There are many different ways of learning a language.
9. The only necessary condition for learning the spoken language is to go to the country where this language is spoken.
10. A foreign language can easily be learned by TV & video.

II. Agree with the following negative statements.

Model: Learning to speak a foreign language is not easy.

No, it isn't. I would say it is rather difficult.

1. One can't learn the spoken language by TV only.
2. There aren't many quick ways of learning the spoken language.
3. The desire to learn is not enough for learning a foreign language.
4. Learning conversations from text books is not the most cost-efficient method of learning the spoken language.
5. Living in the country where the language is spoken is not necessary for learning to speak.
6. Computer language programmes are not for fun.
7. Esperanto is not widely spoken in the world.

8. A TV learner has no guide to point out to him his mistakes.
9. The author of this article has not convinced me in the importance of Esperanto.
10. Not all the politicians agree that the English language dominates in this “global village”.

III. Disagree with the following negative statements.

Model: The method discussed is not efficient.

Yes, it is (But it is). It is very efficient and ought to be popularized in every way.

1. One can't learn 2 or more foreign languages.
2. There are not many ways of learning a foreign language.
3. You can't learn the spoken language without hearing it spoken.
4. Textbook conversations are not good for learning the pronunciation.
5. Being in the country where the language is spoken does not help a bit.
6. English teachers haven't tried a variety of approaches over the past years.
7. It is not difficult to speak a foreign language from a computer instructor.
8. Video viewers cannot participate in the lesson, however hard they may try.'
9. It is easy to explain the phenomenon of English.
10. A computer programme learner can't learn the pronunciation of the words even if he follows the programme carefully.
11. A learner's willingness to participate in the lesson does not matter much in the communicative teaching.
12. A TV language programme can't be of any use in learning the language.

IV. Express doubt in response to the statements given below.

Use the following phases:

I doubt that...

It's hardly likely that...

It's too much to say that...

1. The only necessary condition for learning the spoken language is to go to the country where this language is spoken.
2. One needs no special training before going to the country where this language is spoken; just listening to the native speakers is enough for learning to speak.
3. Conversations in the classroom are inefficient for they are very artificial.
4. Teachers of English shouldn't try to use different teaching methods.
5. Even the worst method is good if one is eager to learn.
6. It is impossible to learn a foreign language in a classroom. One must go to the country where it is spoken.
7. Visual aids are good only for children in learning a language.
8. Computers cannot help in learning a language.
9. It is not difficult to learn a spoken language in the classroom.
10. You can't learn a foreign language if you don't go to the country where it is spoken.

V. Summarize the following statements in one sentence, using the conjunctions that, who, whom, whose, which.

1. There are many different ways and methods of language learning: some are slower, others are quicker. But what really matters is one's desire to learn the language. If one is eager to learn, any method is good.

2. The disadvantage of a computer language programme is the learner's passive participation in the process of language learning. It is very important that language programme includes questions addressed to the learner. The questions should be interesting, clear and easy to understand.

VI. Discussion.

Is it possible to learn a foreign language ? The reader's arguments and opinions of the article can be given in the following way:

The author of the passage touches the problem of teaching foreign languages. The main idea of the article is that English should be learned as it dominates in many areas and it is not so difficult if systematic.

The author is of the opinion that modern language methods and techniques offer nearly ideal conditions for observing the language at

work. The author's tone is optimistic though he / she agrees that there is a problem with the learner's performance at the exams.

Some instructors share this point of view working hard to make English learning pleasure for their students. But there are traditionalists who support traditional teaching like reading, translation and grammar exercises. On the other hand, they all want their students possess a good command of English and hope that they manage it.

VII. Discuss the following problem.

1. The most efficient ways of learning a foreign language.
2. What's your idea of an ideal teacher ?
3. Computer-assisted teaching: pros and cons.

UNIT 2

THE USE OF COMPUTERS IN RESEARCH AND STUDY

Basic Vocabulary

Keyboard	клавіатура, клавиатура.
Hard drive	жорсткий диск, жесткий диск.
Floppy disk	гнучкий диск, гибкий диск.
Storage device	пристрій накопичення інформації, устройство накопления информации.
Backup device	пристрій резервного копіювання, устройство резервного копирования.
Image projector	пректор, проектор.
Database	база даних, база данных.
Hard-held data logger	електронна записна книжка, электронная записная книжка.
Printout	роздруковування, распечатка.
Spreadsheet	робочий аркуш електронної таблиці, рабочий лист электронной таблицы.
Dot matrix printer	матричний принтер, матричный принтер.
Laser jet printer	лазерний принтер, лазерный принтер.
Inkjet printer	струминний принтер, струнный принтер.
Bubble jet printer	пузирчастий принтер, пузырьчатый принтер.
Word processing	обробка словесної інформації, обработка словесной информации.
To facilitate communication	сприяти спілкуванню, способствовать общению.
To enhance teaching	підвищувати якість викладання, повышать качество преподавания.
To store and retrieve information	накопичувати і зберігати інформацію, накапливать и сохранять информацию.
Via	через, через посередництво, через, посредством.
CPU - Central Processing Unit	центральний процесор, центральный процессор.
RAM - Random Access Memory	оперативна пам'ять, оперативная память.

CD-ROM Compact Disk
Read Only Memory

диск тільки для читання,
компакт-диск тільки для читання.

Additional Vocabulary

To compute – to calculate something with a computer, to calculate smth, to work smth. out: He computed his revenue at 15.000 US dollars.

To computerize – to provide a computer to do the work of or for smth.; to store information in a computer: The company has computerized its records according to all the instructions.

ROM – (read only memory) is permanent and contains the operating system, a set of instructions that tells the computer how to work.

RAM (random - access memory) – temporarily stores programmes that are currently being run.

The alpha sign @ means «at», and is part of each email address. Like sending letters via the post office, email is routed via companies and organizations called Internet service providers.

The virtual reality (VR) is a system that enables the user to interact with a computer – generated «virtual» world. A headset supplies the user with 3-D images while a «data globe» let you touch what you see.

Neural networks – are computers designed to imitate the workings of the human brain.

Venture – project or undertaking when there is a risk of failure: The computer-hire firm is their latest joint business venture.

TEXT №1 COMPUTERS AS ELECTRONIC DEVICES

It is common knowledge that computer is an electronic device for storing and analysing information fed into it, making calculations or controlling machinery automatically. The most familiar type of computer is a personal computer (PC), which can be used by only one person at a time. In general, computer is controlled by a central processing unit (CPU). In a PC the CPU is a single microprocessor chip containing a large number of circuits

.The CPU processes data from the keyboard, ROM and RAM. It also sends information to the RAM, outputs data to the printer and displays software on the monitor. When it is not been processed, data can be stored temporarily in the computer's memory or permanently on hard or floppy disks tape, CD-ROM, etc. When a job has been done, other data can be output to a screen, a printer, or another computer.

The Internet is a global web of interconnected computer networks. It enables people all over the world to exchange data and send electronic mail. The worldwide web is an Internet service that provides a wide range of information in the form of user-friendly websites. When a person needs to find out something specific on the web, software programmes called search engines can be used to travel through the millions of websites and very rapidly find the ones most likely to contain the required information.

As much as possible use computer programmes and methods of computerization that are useable on many or all of the computers in the office or department. The actual load of a computer should be large. Keep computer work protocols uniform enough that different people can do the same task. Train several people to be able to do each task.

Plan to convert everything possible to computer tasks:

- A large number of office tasks, data collection, and report preparation can be done more efficiently with the help of the computer;

- Repeated tasks (writing a letter, filling in a form, transferring data from handwritten form to the computer) can be made very efficient.

- Computer summarization of data avoids typographical errors.

- a) Be sure that initial data entry is correct.

- b) Check intermediate and final results and printouts to avoid errors resulting from programming errors, incorrect formulas, and formatting errors.

- Once information is in the computer in one format, it can be formatted in a different way, and transferred between different programmes, so that the same information does not have to be typed and retyped for different uses and different formats.

SOME USEFUL PIECES OF PRACTICAL ADVICE

I. How Can Computers Help Us?

A. Our objective:

1. to obtain the most useful information.
2. to understand, organize, and report that information fully and efficiently as possible.

B. What the computer can do.

1. Word processing, i.e. typing correspondence, reports, etc. (word processing programmes, e.g., “Microsoft Word”).
2. Organizing, storing and retrieving information (database and spreadsheet programmes, e.g. “Microsoft Excel”).
3. Calculations, summary and statistical analysis of data (spreadsheets and specialized statistical programmes, e.g. “Statistica”).
4. Create tables of information for reports (spreadsheets and word processors).
5. Automated collection of data.
6. Hand-held data logger, similar to a calculator, but data can be recorded and stored in it in the field, and then “downloaded” to a regular computer.
7. Facilitate communication with colleagues, suppliers (E-mail and programmes).
8. Enhance teaching through computer projection of material, interactive lessons on the computer, long distance learning via satellite links utilizing computer projection.
9. Immediately access information from anywhere in the world (Internet, World Wide Web).
10. Allow other to easily obtain information that I have (On-line journals, “Home Pages” on Internet).

II. Transitioning to Computer Based Functioning.

A. Begin With the Simplest, Most Helpful Tasks.

1. Letters and Reports.
 - Begin with simple letters and reports.
 - Gradually add more complex components: more elaborate formatting, graphics, complex tables.
2. Data summary and analysis.

– Use a spreadsheet or special statistics programme to summarize and analyze the most important information collected.

– Eventually use the computer to store, summarize, and analyze any data or information that needs to be reported or stored permanently.

B. In an Office, Assign Computer Tasks According to Experience and Interest.

1. Allow those most interested and most competent to convert as much of their work as they wish to computer.

2. Assign the more competent to help others get started.

3. Encourage as many of the office workers, researchers, and technical assistants to do at least some of their work on computer.

4. Initially assign the most complex tasks to the most computer competent, but gradually train others to take over these tasks so that the more competent can focus on new tasks.

III. Conclusion.

A. In actual fact computers have become capable of assisting our work in many ways.

B. When information is transferred to other people, it is often required to be in computer format.

C. If you have any access to a computer at all, begin to use it for fun and for actual efficiency. Your confidence and capability will grow as you learn to do more and more things by computer.

COMMENTARY

Notes.

I. Особливо велика роль слів латинського і грецького походження у словнику науково-дослідницької літератури. Підраховано, наприклад, за етимологічним словником англійської мови, який охоплює 13500 кореневих слів основного словникового запасу, що з них близько 30% слів німецького походження, 31% — французького, 20% — латині, 3% — грецької мови. З I ст. н. е., коли Британія на 400 років стала провінцією Римської імперії, майже до 186 (напр. “Нова Атлантида” Ф. Бекона) наукові праці і літературні твори філософського характеру писалися по латині. Беручи до уваги те, що французькі запозичення також, в основному, латинського походження, стає очевидною і зрозумілою висока питома вага слів

латинського походження у словниковому запасі англійської мови. І дуже часто правильне розуміння слів у науковому тексті є ключем для перекладу. Напр., a quarter of a century (quart – четверть, cent — 100) — четверть століття; conversion of fiction into fact (convert — перетворювати; fiction — видумка, вигадка) — перетворення вигадки у дійсність. Зверніть увагу на те, що ці слова в англійській мові мають значно більш широке значення, ніж у російській; де їх значення специфічніше. Напр., repetition — повторення в англ., репетиція — у російській; mixture — суміш в англійській, мікстура — в російській; to convert — перетворювати, в російській — конверт. Ці слова легко впізнаються в тексті, дякуючи графічній схожості.

Особенно велика роль слов латинського і грецького походження в словаре научно-исследовательской литературы. Подсчитано, напр., по этимологическому словарю английского языка, охватывающему 13500 -корневых слов основного словарного запаса, что из них около 30% слов германского происхождения, 31% - французского, 20% - латыни, 3% - греческого языка. С 1 в.н.э., когда Британия на 400 лет стала провинцией Римской империи, вплоть до 186. (напр. «Новая Атлантида» Ф.Бэкона) научные труды и литературные сочинения философского характера писались на латыни. Принимая во внимание то, что французские заимствования тоже, в основном, латинского происхождения, становится очевидным и понятным высокий удельный вес слов латинского происхождения в словарном запасе английского языка. И зачастую правильное понимание слов в научном тексте является ключом к переводу. Напр., a quarter of a century (quart-четверть, cent-100) четверть века; conversion of fiction into fact (convert-превращать, fiction- вымысел) - превращение вымысла в действительность. Обратите внимание на то, что эти слова в английском языке имеют значительно более широкое значение, чем в русском, где их значение специфичнее. Напр., repetition - повторение в англ., репетиция в русском; mixture - смесь в английском, микстура в русском; to convert - превращать, в русском - конверт. Эти слова легко узнаваемы в тексте благодаря графическому сходству.

II. Many words in English are formed from a set of Latin roots with different prefixes and suffixes. Knowing the roots of such words may help

you to remember or guess their meaning when you see them in context. When we are not sure of a word meaning, we try to unlock its secret by seeking clues. We first look at the prefix, that element at the beginning of a word, such as “ex” - in “explicit”. Here are some common prefixes of Greek, Latin and Old English origin.

Trans - за, по ту сторону, через, пере (пре), вказує на зміну форми, стану і т. ін.; за, по ту сторону, через, пере (пре); указывает на изменение формы, состояния и т.п., to transform перетворювати; превращать, to transmit

– передавати вказує на перевищення межі, перехід границі (пере-, пре-); передавать, указывает на превышение предела, переход границы (пере-, пре,) to transgress - переступати закон; преступать закон, to transcend перевищувати; превышать. Latin.

Poly - багато; много, polytechnic - політехнічний; политехнический, polygamy - полігамія (багатошлюбність); полигамия (многобрачие), polyglot

– поліглот (багатомовний); полиглот (многоязычный). Greek.

Ex - із, ззовні, вказує на виключення, из, вне, указывает на исключение, exclude - виключити; колишній; экс-, исключить; бывший, прежний, экс, ex-president. Latin.

Im - в, напрямок всередину; в, направление внутрь, implant - імплантувати (пересаджувати тваринному організму окремі тканини або органи); имплантировать (пересаживать животному организму отдельные ткани или органы), import - імпортувати (вводити у країну закордонні товари); импортировать (ввозит в страну иностранные товары). Latin.

Re - знову, вказує на повторення дії; опять, снова, указывает на повторение действия, renew - оновити; обновить. Latin.

Auto - сам; сам, autograph - автограф; автограф, automobile — автомобіль; автомобиль, autobiography - автобіографія; автобиография. Greek.

Super - понад, вище ніж; сверх, выше, чем, supernatural - надприродний; сверхъестественный. Latin.

De - вказує на відокремлення, позбавлення; указывает на отделение, лишение, degas - дегазувати, погана якість, недостатність, дегазировать; плохое качество, недостаточность, degrade - деградувати; надає слову протилежного значення; деградировать; придает слову противоположное значение - declassify. Latin.

Про значення слів можна також догадатися за суфіксами, які, як правило, змінюють частину мови, наприклад, important — importance, хоч деякі суфікси мають також лексичне значення: wonderful, watchful, painful, -ful, який додається до іменника, повідомляє йому значення full of, causing, giving. Beautiful — full of beauty. Коли цей суфікс приєднують до дієсловної основи, він повідомляє значення inclined or tending, “y” — має схоже значення, ці суфікси синонімічні.

noisy — full of noise

sleepy — tending to sleep

О значении слов можно также догадаться по суффиксам, которые, как правило, меняют часть речи, например, important - importance, хотя некоторые суффиксы имеют также лексическое значение: wonderful, watchful, painful, -ful, добавляемый к существительному, сообщает ему значение full of, causing, giving. Beautiful - full of beauty. Когда этот суффикс присоединяют к глагольной основе, он сообщает значение inclined or tending, “y” - имеет похожее значение, эти суффиксы синонимичны:

noisy - full of noise

sleepy - tending to sleep

III. Actual - конкретний; конкретный; актуальний; актуальный - topical, pressing. Такі слова називаються “несправжні друзі перекладача”. Графічна схожість призводить до помилок при перекладі. Напр., на англійську мову. Такие слова называются «ложными друзьями переводчика». Графическое сходство приводит к ошибкам при переводе. Напр., на английский язык:

Аргумент; аргумент - reasons (not argument)

Фальшивий; фальшивый - forged, counterfeit (not false)

Характеристика (двигуна, машини); характеристика (двигателя, машины) - description, performance (not characteristics)

Конкретний; конкретный - actual, specific (not concrete)

Нормально; нормально - well, properly (not normally)

Перспективний; перспективный - promising, long-range (not perspective) Деякі «несправжні друзі перекладача», які викликають помилки при перекладі на українську мову. Некоторые «ложные друзья переводчика», вызывающие ошибки при переводе на русский язык.

Dramatic (changes, achievements)	вражающий, значный;
Aggressive (performance, behavior)	напористый,цїлеспрямований; напористый,целеустремленный
Pathetic (sight, cries, tears)	жалюгідний, жалкий, убогий.

IV. При роботі над новими словами дуже важливо знати загальний елемент значення і тоді легко вивести конкретне значення слова у даному тексті. Наприклад, facility — найкращі умови, можливість для здійснення чогось. В тексті: facility - створювати найкращі можливості./ При работе над новыми словами очень важно знать общий элемент значения и тогда легко вывести конкретное значение слова в данном тексте. Например, facility - наилучшие условия, возможность для осуществления чего-либо. В тексте: facilitate - создавать наилучшие возможности.

Matter: речовина, щось матеріальне. В тексті: предмет, діло, питання./ Вещество, нечто материальное. В тексте: предмет, дело, вопрос.

ImPLY, не висловити словами, але логічно витікати. В тексті: підрозумівати, мати на увазі./ Не высказать словами, но логически вытекать. В тексте: подразумевать, иметь в виду.

Implication: прихований зміст; скрытый смысл, implicit: який підрозумівається; подразумеваемый, explicit: ясно виражений; ясно выраженный.

Involve: включати у діяльність. Тут — включати в себе./ Включать в деятельность. Здесь - включать в себя, вовлекать.

V. CPU - central processing unit - скорочення, у даному випадку залишені тільки перші літери, таке скорочення називається акронімом./ Сокращение, в данном случае оставлены только первые буквы, такое сокращение называется акронимом. Напр., MP - Member of Parliament, UNO – United Nations Organization

Скорочена може бути частина слова./ Сокращена может быть часть слова: exam - examination, phone - telephone, maths - mathematics.

Бувають скорочення обох частин слова або одного слова./ Бывают сокращения обеих частей слова или одного слова: Interpol - International police, V-day - Victory Day.

Латинські скорочення широко використовуємі у науковій літературі./ Латинские сокращения, широко используемые в научной литературе:

- i.e. - id est - that is to say
g. - Exempli gratia - for example

STRUCTURAL PATTERNS

Зверніть увагу на такі типи фраз з іменником./ Обратите внимание на следующие типы фраз с именем существительным.

1. Adjective + Noun

electronic device

statistical analysis

2. Participle + Noun or N +P

processing programmes

data recorded and stored

3. Noun + Noun This use is quite common in bookish and official style.

Weather data image scanner

Computer projection media shows

Operation process monitor screen

More complicated structures: heavy data analysis; hand-held data logger; precision farming computer use; computer interactive lessons.

CONTEXTUAL REFERENCE.

При читанні тексту важливо зрозуміти, як він складений. У тексті вживаються слова, які пов'язують як речення, так і основні ідеї тексту. У ролі таких слів-зв'язок, слів-заступників або маркерів, які вказують на перехід до іншої думки або теми тексту, можуть виступати особові займенники (**I**, he, she ,it they), сполучники (which, who, whose, that), слова such, one, вказівні займенники (this, that these those). У ролі такого маркера вони відносяться до слова або словам, згаданим раніше у тексті і їх функція полягає у тому, щоб повернути вас до того, що уже згадувалося у тексті. Таку ж функцію можуть виконувати слова the former, the latter, the first, second, etc., the last.

Абзац — це група речень, які розвивають якісь ідеї. Як правило, в абзаці є думка, яка більш важлива, ніж інші. Вона є головною думкою абзацу і звичайно знаходиться на початку абзацу. Основна ідея автора дуже важлива, але часто не менш важливо зрозуміти деталі, які впливають із розвитку головної ідеї. При цьому одні деталі можуть бути більш важливі для розуміння авторської думки, ніж інші. Тому

потрібно виділити три компоненти: головну думку, важливі деталі і другорядні деталі.

При чтении текста важно понять, как он составлен. В тексте употребляются слова, связывающие как предложения, так и основные идеи текста. В роли таких слов-связок, слов заместителей или маркеров, указывающих на переход к другой мысли или теме текста, могут выступать личные местоимения (I, he, she, it, they), союзы (which, who, whose, that), слова such, one, указательные местоимения (this, that, these, those). В роли такого маркера они относятся к слову или словам, упомянутым ранее в тексте; их функция заключается в том, чтобы вернуть вас к тому, что уже упоминалось в тексте. Такую же функцию могут выполнять слова the former, the latter; the first, second, etc., the last.

Абзац - это группа предложений, развивающих какие-то идеи. Как правило, в абзаце есть мысль, которая более важна, чем другие. Она является главной мыслью абзаца и обычно она находится в начале абзаца. Основная идея автора очень важна, но часто не менее важно понять детали, вытекающие из развития главной идеи. При этом одни детали могут быть более важны для понимания авторской мысли, чем другие. Поэтому нужно уметь выделить 3 компонента: главную мысль, важные детали и второстепенные детали.

EXERCISES

1. Select the word or phrase you think is nearest in meaning to the key word.

Trans - A: separately. B: across. C: temporarily. D: advantageously.

Poly - A: many. B: chargeable. C: partially. D: uniformly.

Auto - A: negatively. B: affirmatively. C: moving relatively. D: of oneself.

Super - A: likely. B: abnormal. C: above. D: mainly.

Fore - A: departing. B: shut. C: earlier. D: rather than.

De - A: down. B: of. C: over. D: under.

Re - A: seemingly. B: again. C: upwards. D: behind.

Mis - A: alongside. B: not related. C: less. D: badly.

2. Which of these determiners of nouns are

- a) the articles,
- b) the demonstrative pronouns,
- c) the possessive pronouns,
- d) the interrogative pronouns,
- e) the indefinite pronouns.

My, these, what, its, a, this, which, our, her, the same, whose, every, either, another, his, an, one, that, your, no, other, many, such, little, those, their, each, the, some, much, few, any, all, your, both.

3. Translate and compare the meanings in Russian or Ukrainian and English.

meeting	absorption	ultimate
repetition	appendix	motion
distance	progress	concern
communication	contribution	box
mixture	inspection	check
protection	accord	conversion

4. Find the proper meaning of the English words:

1. generate, 2. valid, 3. genesis, 4. guide, 5. convert, 6. general, 7. basic, 8. competence, 9. component, 10. compass, 11. potency, 12. communication, 13. original, 14. coordination, 15. ordinary, 16. convene, 17. fiction, 18. modification, 19. expansion.

1. зміна, 2. дійсний, 3. викликати, виробляти, 4. походження, 5. перетворювати, 6. керівник, радник, 7. основний, 8. складовий елемент, 9. здатність, вміння, 10. коло, границі, межі, 11. передача, повідомлення, 12. сила, могутність, 13. розширення, 14. достовірний, 15. скликати, 16. узгодження, 17. вигадка, 18. спільний, 19. звичайний.

1. изменение, 2. действительный, 3. вызывать, производить, 4. происхождение, 5. превращать, 6. руководитель, советчик, 7. основной, 8. составной элемент, 9. способность, умение, 10. круг,

границы, пределы, 11. передача, сообщение, 12. сила, могущество, 13. расширение, 14. подлинный, 15. созывать, 16. согласование, 17. вымысел, 18. общий, 19. обычный.

5. Translate.

A matter of fact, single individual, multiple schemes, practical application of modern science, distribution of instruments, specialized production, the origin of genius, logical analysis of legal formulations, initial optimism, practical implications, similar conditions, in terms of capital, graphical representation, spectacular performance, to transfer the interests, to guide and supervise the economic planning, to conform to the rules, to illustrate the superiority.

6. There are some words that can be misused. Which word on the right goes with the word on the left?

Example:

Personal	особистий; личный;
Personnel	персонал, кадры; персонал, кадры
Comprehensive	всесторонний; всесторонний
Comprehensible	зрозумий; понятный
Considerable	уважний, тактовний, внимательный, тактичный
Considerate	значний, великий, значительный, большой
Economic	економічний, экономический
Economical	економний, ощадливий; экономный, бережливый
Industrial	працелюбний, странний; трудолюбивый, усердный
Industrious	промисловий; промышленный
Principle	головний, принциповий; главный, принципиальный
Principal	начальник, директор; начальник, директор

7. a) Explain the difference in the meaning of the following words:

Technology, technique; date, data; soil, sole; aspiration, inspiration; hard, hardly.

b) Mind the difference in the meaning of the following words:

The Sun, solar; the earth, terrestrial; the moon, lunar.

c) Translate the idioms:

foolproof, feed-back, bottleneck, a jigsaw, a windfall.

8. Insert the following words and phrases (in fact, for example, finally, before, in other words, to begin with, etc.)

... it is not the world that is altering rapidly ... it is our perception and understanding of the world it is the same with the English language. When society experiences periods of technological advance (.....information Technology progress at the end of the millennium), people are of the opinion that our “global village” has changed greatly ... “the global language” has changed a lot too. it is not true. The truth is that the information technology age is making people more aware of language, its variations and its capabilities.

9. Match the words on the left with the proper words on the right.

- | | |
|-----------------------------------------------------------------------------|------------------------------------------------|
| 1. Keep computer work protocols uniform enough..... | 1. require more speed and storage capabilities |
| 2. Heavy data analysis and large data bases | 2. begin to use it for fun and for |
| 3. The computer will serve you well regular longer ... | 3. and then “down-loaded” to a computer. |
| 4. If you have any access to a later, computer at all... | 4. if components can be added |
| 5. Data can be recorded and stored in hand-held data logger in the field... | 5. that different people can do the same task. |
| 6. We can use computers | 6. to regulate inputs and output. |

7. You should begin with the
anywhere
simplest tasks ...

7. providing information from
in the world (Internet, World
Wide Web).

8. Computers can be useful in many
ways ...

8. e.g. letters and reports, data
summary and analysis.

10. Think of a definition for these words and then check them in the dictionary. Fill in the gaps with the appropriate words.

Input

device

memory

Output programme

terminal

data

1. A computer is a ... that processes information in the form of ... and ... and can store this information in a
2. The ... or part of it which tells the computer what to do and the ... which provide the ..., needed to solve the problem, are kept inside the computer in a place called ...
3. Computers accept ... and instructions as ..., and after processing it they ... the results.

11. Translate the phrases and learn them.

The report says, on the one hand, on the other hand, the author maintains, the Chairman told reporters, experts believe that, Deputy Prime Minister announced, analysts believe, the author predicts, a news agency reported, the company spokesmen announced, the scientists stressed.

12. Translate the phrases and sentences.

Computers are designed to process, electronically, specially prepared pieces of information. Devices capable of storing data. Complex circuits with different functions. Regardless of make or design. Data or programmes can be stored on various secondary memory devices or storage devices. It is not a single-purpose machine. The versatility of computers is limited only by the imagination of those using it. Because of the complex electronic circuit of a computer. A hybrid devices capable of doing many things. Programmes and data are first loaded into internal memory.

13. Translate into English.

Що комп'ютер може робити? Він може обробляти словесну інформацію, збирати, зберігати і відновлювати інформацію; підраховувати, підсумовувати і робити статистичний аналіз даних, автоматичний збір даних, включаючи дані про погоду, врожайність, вологість ґрунту, хімічні та фізичні властивості ґрунту. Нарешті, комп'ютери можна використовувати для накопичення, узагальнення та аналізу будь-яких даних або інформації, необхідних для передачі або постійного зберігання. Повторні завдання (складання листів, заповнення бланків, перетворення рукописної форми даних у комп'ютерну форму) можна виконати за допомогою комп'ютера дуже швидко. Якщо у вас є можливість користуватися комп'ютером, використовуйте його і для підвищення продуктивності у роботі, і для розваги. Чим більше ви будете користуватися комп'ютером, тим краще будуть розвиватись ваші здібності і зростатиме ваша впевненість у собі.

Что компьютер может делать? Он может обрабатывать словесную информацию, собирать, хранить и восстанавливать информацию; подсчитывать, суммировать и делать статистический анализ данных, автоматический сбор данных, включая данные о погоде, урожайности, влажности почвы, химических и физических свойствах почвы. В конечном счете, компьютеры можно использовать для накопления, обобщения и анализа любых данных или информации, необходимых для передачи или постоянного хранения. Повторные задания (составление писем, заполнение бланков, преобразование рукописной формы данных в компьютерную форму) можно выполнить с помощью компьютера очень быстро. Если у вас есть возможность пользоваться компьютером, используйте его и для повышения производительности в работе, и для развлечения. Чем больше вы будете пользоваться компьютером, тем выше будут ваши способности и уверенность в себе.

VOCABULARY PRACTICE

Discuss the following problems:

The impact of the Internet on a foreign language learning.
World Wide Web and other hypertext media.

Words and phrases to be used:

Homepage

On the net

Constant advance of the Internet

The e-texts or electronic texts

Replicator Technology

To integrate the technology into the course books

Presentation programmes

Information obtained via the Internet

Talking (speaking) of...

I want to stress the point that ...

Strictly speaking...

I really don't think (that)...

I maintain (that)...

It is hardly likely (that)...

To sum it up

EXTRA READING

HYPERREAL WORLD OF OUR LIVES

Cyber- is one of the most used prefixes in the end of the XXth – beginning of the XXIst centuries. It signifies a world of computer dominance and disembodied experience. All those seeking computer driven transcendence and travel through cyberspace are **cybernauts**. The term **cyberspace** was coined by science-fiction writer William Gibson in his novel «Necromancer» and defined as «consensual hallucinatory». The term came to be applied to the «room» or any space generated by software within a computer that produces a **Virtual-Reality (VR) experience**. VR is a computer-mediated, multisensory experience, one designed to trick our senses and convince us that we are «in another world». In VR world, the

computer takes complete control and guides the way of sensing, feeling and thinking of the participants. More generally, cyberspace is the «nowhere space» in the telephone line between you and where all things on-line happen. The artificial landscape on Internet or CompuServe, computer networks that connect millions of users throughout the world, through which one can move, download information, talk to other users, visit special discussion forums, shops, make airline and hotel bookings, is cyberspace. The word that actually started all the cyber enthusiasm, cyberpunk, began as a subgenre of science-fiction popular in the late 80s. Cyberpunk represents the implosion of the future into the present and total intrusion of technology into human lives. The culture spawned by cyberpunks and cybernauts is – what else? – cyberculture. The civilization springing up on-line in Cyberia.

Note

It is claimed that knowledge is a post-industrial force of production. What is new is the production of a completely new type of knower. The irreversible change from knower to consumer of knowledge is the cornerstone of our time which is called postmodernity.

Tasks

1. Translate the following from English into Ukrainian.

The historian and philosopher M. Foucault (1926-1984) is the postmodern theorist most directly concerned with the problems of power and legitimation. He tackles power from the unusual angle of knowledge as systems of thought which become controlling. Literature and art are closely linked to knowledge in M. Foucault's view of history. There is no «history», claimed Foucault, but a multiple, overlapping and interactive series of legitimate VS excluded histories.

2. Translate the following from Russian into English.

Жизнь – одна из основных тем философского размышления, долгое время остававшаяся прерогативой не столько философии,

сколько естествознания и теологии. В конце XXв. в социологии стали широко использоваться такие понятия и термины, как “жизнь мобильная”, “жизнь потребительская” и “жизнь текучая”.

Жизнь мобильная (mobile life) – не продукт человеческой деятельности, а скорее, результат комплексных конфигураций рациональности, аффекта, желания, социальных систем, государств, региональных организаций и глобальных институтов (Э. Элиот).

Жизнь потребительская (consuming life), по З. Бауману, – жизнь, предполагающая не обретение и владение, она даже не избавление от того, что было приобретено позавчера и что гордо демонстрировалось вчера. Вместо этого, первое и самое главное – быть в движении.

Жизнь текучая (liquid life) – по З. Бауману, жизнь индивида, которая не может сохранять свою форму или оставаться в том же курсе в течение длительного времени. «Жизнь текучая» предполагает «серию новых начинаний», она должна «модернизироваться» и обладать «креативной деструктивностью». Все эти качества жизни характерны для «текучего модерна». Ей также свойственен новый социальный тип – «человек выбирающий».

UNIT 3

Text 1

SCIENCE AND TECHNOLOGY

Pure and applied science: are these totally different activities? Have they any inter-connection? Science is organized knowledge, especially when obtained by observation and testing of facts, about the physical world, natural laws and society, i.e. pure science is concerned with the development of theory. When these theories become the working laws, it is important to think about the application and practical affairs: how, why, etc. Scientists explain what is, engineers create what never was. So technology is a scientific study and use of mechanical arts and applied sciences, e.g., engineering. You are familiar with the traditional branches of science e.g., physics, chemistry, mathematics. But what about these newer fields: genetic engineering, information technology, geopolitics, nuclear engineering? The feature they share is their concern with application, so it is applied science. For example, astrophysics: the application of physical laws and theories to stars and galaxies; nuclear engineering: the study of the way nuclear power can be made useful; genetic engineering: the study of the artificial manipulation of living things. It was Von Karman, that pioneering giant of the world of aeronautical knowledge, who said that while scientists explain what is engineers create what never was. The creative element is often overlooked when engineering is being discussed. Such pioneers of engineering as Henry Royce (of Rolls-Royce) and Charles Parsons (inventor of the turbine) were largely self-taught. Even in today's developed technologies much of engineering in practice still demands imagination and testing.

This is not to deny the value of theoretical knowledge accumulated in times past but rather to underline that engineering is a dynamic concept. The practising engineer may be involved in various complex matters of day-to-day operation and for many young people this aspect constitutes the distinctive attraction of engineering as against the laboratory precision of "pure science".

Text 2

GENETICS AND GENETIC ENGINEERING

Basic Vocabulary

Core	ядро, центр	ядро, центр
Cell	клітина	клетка
Genotype	генотип	генотип
Phenotype	фенотип	фенотип
Replication	копіювання, копія	копирование, копия
Removal	усунення	устранение, удаление
Sequence	послідовність	последовательность
Amplify	розширювати, розвивати	расширять, развивать
Attach	прикріплювати	прикреплять
Bind	зв'язувати	связывать
Coil	скручувати кільцем, спіраллю	свертывать кольцом, спиралью
Fold	згинати, закручувати	сгибать, завертывать
Occur	трапляється, відбувається	случаться, происходит
Wind	витися, намотуватися	виться, наматываться
Wrap	намотувати, обмотувати	наматывать, обматывать
Randomly	випадково, безладно	случайно, беспорядочно

I. What We See Externally (Phenotype) is Caused By The Sequence of Genetic Letters Inside (Genotype)

A. Interpreting the Language of the Genes

- Genetic Words are Written Using Only 4 Letters
- Genetic Words are Written on Special Paper - the DNA.

- Each Word Consists of 2 Parallel Lines. In these parallel lines, G and G always hold hands, and A and T always hold hands.
- Genetic Words (Codons) always have 3 letters.
- In genetic sentences (genes), there are punctuation marks. These punctuation marks are actually special sequences of genetic letters that may be 3 letters long, or may be many letters long.
- Groups of genes (genetic sentences) form paragraphs, chapters, and books.
- A genetic book is a chromosome. The genetic instructions for bacteria (and other prokaryotes) are contained in a single genetic book. That is, a prokaryote only has one “chromosome”. The genetic instructions of human beings, animals, plants, and other prokaryotes each contain a set of several books. Human beings have 46 genetic books (chromosomes) in their set.

B. How Genetic Books Are Bound (the structure of chromosomes).

1. Genes (the DNA) are wrapped around histone disks, making structures called nucleosomes. The DNA thread itself is 2 nm thick, but the nucleosome has a diameter of 11 nm.
- The string of nucleosomes is coiled into a rope with a diameter of 30 nm.
 - This 30 nm rope is folded back and forth to become a 70 nm diameter chromosome arm that we see under the microscope at cell division.

C. Each Cell Receives A Full Set of Genetics Books for That Organism

A living organism can be compared to a country. Each has many specialized parts, and individuals with different roles. Different organs (heart, lungs, bone) can be compared with different cities. Dnepropetrovsk was specialized in missile building, whereas Zaporozhie was specialized in metallurgy. Likewise, different organs in the body have different specialties. Tissues in the body (muscle tissue, nerve tissue) can be compared to groups of individuals with similar roles. For examples, muscle tissue is like the physical laborers, and nerve tissue is like the telephone operators. A cell can be compared to an individual. Each individual has a different role in society. For example, your role is different than the role of the dean of your faculty. There are different cells for different sets of instruction for the organism. Different cells use different parts of the genetic instructions books. For example, muscle cells need different instructions than nerve cells, just as physical laborers need different instructions than telephone operators. Nevertheless, each cell (with a few

exceptions) receives the full set of instructions for the organism. This phenomenon of each cell receiving a full set is called totipotency. The number of genetic letters in an instruction set is very large. The smallest number is about 1,000,000 for bacteria. For human beings, the number is about 3,000,000,000. If a person's genetic codes (instruction set) were typed like an encyclopedia, in books of 1000 pages each, it would take books to hold all this information.

D. How the Genetic Instructions Are Copied for Each Cell (DNA Replication). Some details of replication:

a) Copying the set of human DNA books can take as little as 10 minutes. A human typist, typing 1000 wpm, 24 hours a day, with no breaks, would need 7,5 years to complete this task.

b) Very few copying mistakes occur. Those that do occur are called mutations.

II. The Basic Pathway From Genotype to Phenotype.

A. The Instructions (DNA) Use an Interpreter (RNA) (=transcription).

B. The Interpreter Instructs the Factory (Ribosomes) How to Produce the Proper Product (Polypeptide) (=translation).

C. The Products Receive Final Processing and Then are Combined into Specialized Machinery (Enzymes).

D. These Machines are then used to construct the needed buildings, roads, etc. (Cells, Tissues, Organs)

E. The Specific Appearance of These Cells, Tissues, and Organs are their Phenotype.

For example, a tractor can be large or small, red or green, with or without a cover for the driver. These are specific characteristics of the tractor that we can observe.

Likewise, a person may be short or tall. His/her hair may be blond, brown, black, or red. If we say a person is tall with black hair, we are describing his/her phenotype.

F. How the Genetic Instructions Are Read.

– The DNA code is read by RNA polymerase. RNA polymerase has a specific central core.

- There are special regions of DNA before the start of the genetic words for a particular genes. The special regions are called promoters.
- Promoters control when a gene is turned on or off, and how fast it works.
- The sigma factor which assists RNA polymerase recognizes the promoter region, and attaches the RNA polymerase there.

III. Different Cells Use Different Genetic Instructions (Gene Regulation).

A. Control of transcription.

General control is regulated by the level of DNA coiling. Tightly coiled regions of the chromosome cannot be transcribed. The level of coiling is partly controlled by the amount of Na⁺ and other ions. DNA wrapped around histones cannot be transcribed. Certain non-histone proteins control the unwinding of the nucleosomes.

Many genes have both general promoters and specific promoters. General regulators (hormones, plant growth regulators, stress response chemicals) activate general promoters for many genes at once. In order for a gene to be transcribed, both the general and the specific promoters must be activated. Start-transcription and stop-transcription signals are special words included in the genetic sentence.

B. Post - transcriptional Regulation of RNA.

1. 3 main steps in RNN processing: Capping with methyl-Guanine, adding polyA tail, and intron removal.,

Example - Antibody specificity.

a) Allergies result with antibodies overreact to an antigen.

b) Basic structure of antibodies.

2 long and 2 short chains, each with constant and variable linkers, joined by linker segments. Constant regions only have a few variations, but variable regions have hundreds of variations. In total, many billions or trillions of specific antibodies occur within one individual.

c) Explanation of lasting acquired immunity.

C. Regulation of Protein Synthesis and Enzyme Activity.

IV. Basic Tools of Molecular Genetics.

- A. Endo-nucleases cut DNA at specific sequences of genetic letters. Certain endonuclease make an uneven, ragged cut, leaving sticky ends. These ends can be used to attach other pieces of DNA.
- B. The different pieces of the DNA can be identified by electrophoresis.
- C. When two different individuals or varieties have different lengths for the corresponding piece, it is called a polymorphism.
- D. The full name of these is Restriction-Fragment Length Polymorphisms (RELP)
- E. RAPD Technology offers another way of detecting variations in the DNA sequence.
 - 1. Polymerase Chain Reaction amplifies ransom pieces of DNA.
 - 2. Specific primers limit the number of pieces that are amplified.
 - 3. If one individual or variety has a specific piece amplified, and the corresponding piece is not amplified in another individual, it shows that the DNA sequence is different.
 - 4. These variations are called Randomly-Amplified Polymorphic DNA (RARD).
 - 5. Other techniques for detecting differences in DNA sequence have been developed.

V. Packaging a Gene for Transfer to a Different Organism (Transformation).

- A. When a gene you want to transfer is found, it must be extracted and packaged.
- B. Extraction can be accomplished by cutting and purifying the DNA, or making a copy of the corresponding RNA.
- C. Packaging includes adding a suitable promoter, as well as inserting the gene in a bacteria or virus in order to multiply it.

COM M E N T A R Y

Notes.

I. Some words function only as nouns (ball), other function as nouns or verbs (root), while other function as nouns or adjectives (cold). We cannot identify such words as nouns from their suffixes. However many nouns, - and it concerns all the parts of speech, - have characteristic suffixes. For example, - er, - or, added to verbs give us nouns, meaning professions:

operator, laborer. Mind the difference between - er and - ee (French ending) added to a verb: employer - a person who employs, a employee - a person who works for an employer; in other words, persons affected by an action, as in “deportee, franchisee, trainee, trustee.” There are no easy rules to tell us which suffixes to use to make different parts of speech. A dictionary can provide this information. Nowadays many suffixes which were once productive have become unproductive. Some words can be either nouns or verbs. There are a lot of nouns and verbs distinguished by stress, for example:

Noun	verb
'Conduct	con'duct
'Progress	pro'gress
'Import	im'port
'Increase	in'crease
'Decrease	de'crease

Some nouns are distinguished by pronunciation:

Noun-[s], Verb-[z]; Noun - [f], Verb-[v]; Noun-[0], Verb-[5].

When the suffix is pronounced with no voice, voiceless, it is a noun, when it is pronounced, hard, voiced, it is a verb, e.g., use \use, belief \believe, cloth \clothe. Sometimes this difference is reflected in the spelling: advice \advise; And note: words like “associate, graduate, estimate”, where the pronunciation of a noun is different from that of the verb

Graduate [ˈgraɪdʒt] - noun

Graduate [ˈgraɪdʒt] - verb

There are nouns and verbs with the same spelling and pronunciation; e.g. answer, change, end, offer, trouble, dream.

II. This text contains a large number of words which are normally used in science or technical fields. Specialists understand them without much problem because they are as a rule of Latin or Greek origin, e.g. chromosome. Dictionaries usually include labels that are self-explanatory, for example, chromosome (biology), septum (anatomy), soprano (music). A textbook often calls attention to new specialized words, by printing them in italics or in boldfaced type. Often a definition immediately follows the word. Turn to the back of the book to see if there is a glossary - a short dictionary of special words. There, you will find a definition for the word. Always use a glossary when a textbook provides one.

STRUCTURAL PATTERNS

I. Pay attention to the following type of the sentence structure:

Noun + Preposition + Noun

This structure is widely used in science texts, e.g. a problem under discussion, it is translated into Ukrainian or Russian as Participle + Noun, e.g. “обговорювана проблема”; “обсуждаемая проблема.” The following prepositions are widely used in the structures of this kind.

(problem) under consideration

(problem) in use

(problem) out of date

(problem) of interest.

Mind the following phrase structures, which are widely used in scientific texts:

a) Noun + Participle II - wheat produced in this country;

Nutrients taken by plants

b) Verb + prepos. + N - прийменникова група із значенням агента, інструмента; предложная группа со значением агента, инструмента:

A new working model, proposed by Pr. X....

Функція звороту у реченні — визначення. Одиначний прислівний дієприкметник (Part. II) частіше вживається після іменника (N), ніж перед ним. Перекладається дієприкметником, дієприкметниковим зворотом, означувальним підрядним реченням.

Функция оборота в предложении - определение. Одиначное страдательное причастие (Part. II) чаще употребляется после существительного (N.), чем перед ним. Переводится причастием, причастным оборотом, определительным придаточным предложением.

As a rule passive constructions are found much less frequently than active constructions.

They are found in scientific writing, for instance, where we are not interested in who performs the action: genes are wrapped around histone disks; the string is coiled into a rope, etc. The text under study is abundant

in the passive constructions. Impersonal passive is also widely used in the scientific writing: They say = It is said; it is believed; it is found, etc.

NOTES ON STYLE

Mind the use of the ‘dummy’ subject “there” in the style of scientific writing:

There are different cells for different sets of instruction (Існують різні клітини для різних наборів інформації./ Существуют различные клетки для различных наборов информации).

To coil, to wrap, to fold **are synonyms**. A synonym is a word that means nearly the same thing as another word. Although words that are synonyms are close in meaning they rarely have exactly the same meaning. *To wind* and *to unwind* are antonyms, i.e. words with the opposite meaning; *large* is the antonym of *small*. An antonym of a word can be formed by adding a prefix (un, in, il, im, ir) meaning “not”, e. g. illegal, illiterate, improper, irrational, unfair, unclean.

The knowledge of synonyms and antonyms is commonly accepted by specialists as an index of the language competence.

The text under analysis is written in a metaphorical style. In the text there is a comparison of the genetic basis of an organism to a book: the DNA - special genetic paper, Codons - genetic words, etc. This kind of literary comparison is called simile. “The language of the genes” is a metaphor, metaphors are close to similes, they are used to indicate something different from the literal meaning, as “a heart of stone”. It is a figure of speech in which A is identified with B. It is based on substitution and comparison. The process of comparison yields a simile, while the process of substitution yields a metaphor.

EXERCISES

1. Mind the prefixes of Latin and Greek origin. Translate the following words:

Abstain, abuse, anticipate, ante-room, biannual, binoculars, bigamy, contraflow, controversy, degrade, devalue, exceed, exhaust, expire, exterior, interrupt, intercourse, intercom, monochrome, monoxide,

polygamy, polysyllabic, postpone, posthumous, precede, prevent, predict, premature, reduce, reveal, subject, subconscious.

2. Learn some common suffixes, and provide your own examples:

Іменники	Дієслова	Прикметники	Прислівники
Существительные	Глаголы	Прилагательные	Наречие
(nouns)	(verbs)	(adjectives)	(adverbs)
- ance	- ize	- able	- ly
- ence	- ate	- ible	
- or	- fy	- less	
- er	- en	- ic	
- ist	- ify	- ical	
- ion		- ish	
- ness		- ive	
- ty			
- ship			
- ics			
- ee			
- th			

3.a) Make abstract nouns:

Deep, wide, long, high, young, fly, true, dead, grow.

b) Make these words feminine:

Poet, tiger, master, duke, hero, lion, actor, widower.

c) Make verbs:

Final, critic, pure, simple, regular, sympathy, active, captive, hospital.

4. a) Form adjectives:

Economy, condition, nature, care, danger, friend, hope, energy, effect,

b) Form nouns:

Competent, different, significant, ignorant, relevant, important, valuable.

5. Fill in the gaps with the following word-forms:

Mixture, mix, mixed, mixing, mixer.

Supervision, supervise, supervised, supervisory, supervisor.

Training, train, trained, trainer, trainee.

1. Concrete is made of... gravel, sand, cement and water together.
2. If these two chemicals are ... together, they will explode.
3. Her work is a ... of classical and modern styles.
4. She is a good ... and influences people without much difficulty.
5. This drug should be taken under the ... of a doctor.
6. The chief clerk ... the work of the department.
7. The ... committee will meet at the Municipal Council tomorrow.
8. He mustn't drink beer; he is in strict... for his next flight.
9. There is a shortage of... short-hand typists.
10. The challenger has been ... hard for the competition.
11. A ... salesman promoted the goods well and got an increase in his salary.

6. Translate the phrases and pay attention to the words of Latin and Greek origin. Use them in the sentences of your own.

A competent scientist, an ignorant audience, relevant information, general laws of matter, intimate knowledge of the subject, functional relations, individual components, to focus attention on the technique.

7. Make up pairs of the words equivalent in meaning.

Think of the words in your native language in which these Latin roots are used. For example: quantity - квант; квант.

Decay, derive, determine, essence, goal, prevent, quality, quantity, ultimate, valid.

Виводити, придатний, діючий, якість, остаточний, кількість, визначати, запобігати, розпад, суть, мета.

Выводить, годный, действующий; качество; окончательный; количество; определять; предотвращать; распад; суть; цель.

8. Change the sentences according to the pattern:

The faculty installed new equipment. The equipment installed by the faculty is new.

Professor X. obtained interesting results. People keep animals for production of meat, milk and eggs. Scientists compare different organs with different cities because different organs have different specialities.

Farmers improve soil conditions so that they could meet new requirements. Man grows a lot of useful crops. Cells use different parts of the genetic instruction books.

9. Write down the passive versions of the following active sentences.

People build houses as protection against environment and a number of other risks, though it is impossible to give a house total protection. In hot climates external wooden shutters or internal blinds often provide protection against solar radiation. Solid brick walls and sloping roof give protection against the next factor - rain. Specialists recommend brick walls to insulate one room against noise coming from another room. We need to consider the type of heating use against the risk of fire from inside. Thick walls and well-fitted doors and windows prevent heat loss. If we consider the factor of heavy snow, we should provide a house with a special type of protection.

10. Complete the following text by filling in the blank spaces with the expressions given below. A dotted line(...) requires a phrase to be added and a straight line requires a word to be added.

a number of	of course
however	against
country	both
in fact	other
certainly	although

A house in this country needs protection ... the elements, the environment and ... other risks.

Of course the location of the house is an important factor Some types of protection are important for ... City and country houses ... types of protection will depend on whether the house is in a city or in the country. And, of course, ... protection is important it is we should think about other things that give a house total protection.

11. Translate : use the Impersonal Passive.

It's common knowledge; most people assume that; everybody accepts that; the author hopes that; actually we don't differ much from as a matter of fact research is divided into he is, so to say, not very competent here.

Слід визнати, що...; було знайдено, що...; загальноновизнаного...; вважають, що...; стверджують, що...; повідомляють, що...; широко розповсюджена думка, що...;

Следует признать, что ...; было найдено, что ...; общепризнанно, что ...; считают, что ...; утверждают, что ...; сообщают, что; широко распространено мнение, что

Дана проблема буде розглядатися в цілому, хоч деякі її аспекти треба обговорити детально. Зокрема, треба обговорити якоюсь мірою фактор часу. Перш за все необхідно торкнутися питань міжнародного співробітництва. Кінець кінцем, це непогана ідея. Можна подати заявку для участі у проєкті. У всякому разі, у нас є декілька ідей для обговорення.

Данная проблема будет рассматриваться в целом, хотя некоторые ее аспекты надо обсудить подробно. В частности, нужно обсудить в какой-то степени фактор времени. Прежде всего следует затронуть вопросы международного сотрудничества. В конце концов, это неплохая идея. Можно подать заявку для участия в проекте. Во всяком случае, у нас есть несколько идей для обсуждения.

1. Translate and learn.

a) In the first place, on the other hand, Environmental Department reports, scientists believe that, the chairman was quoted as saying, an official told journalists, the general manager added, the University President stressed, "golden mean", has a right to exist, government was asked for new grain credit, to complete construction of a tunnel and a bridge, the two companies are to merge soon.

b) The Department of Transport and Railways development, the policy for the development is to aim, work commenced and was completed, a scientist published his memoirs; he was well prepared on about any issue, the same phenomenon can be seen in physics, it is hard to defect the difference, the European Commission reported a sharp downturn, the work appeared in the current issue of the journal.

c) Exercise stimulates the brain so in general students who take regular exercise, achieve better results. On the whole I think that the conference was a great success. In the story the hero performs great and seemingly impossible deeds. Men are generally more likely to die from heart attacks than women. Chances are that negotiations will be successful but we can't rely on it. This is probably the best dictionary you can buy. I shouldn't think we'll be notified by post. Try to isolate the problems that are causing you the most difficulty. After a long investigation into the accident, faulty warning lights were found to be the cause.

CONVERSATION PRACTICE

Talking points:

1. Scientists explain what is, engineers create what never was.
2. To become a good engineer is not only a matter of getting good marks in science, workshops practice and contact with future work places are essential components of engineering training.
3. The use of coal, oil and gas as fuel.
4. Solar energy at present.
5. Potential dangers of a large- scale use of nuclear power.

UNIT 4

TECHNOLOGY VERSUS MORAL ISSUES

Basic Vocabulary

abuse	зловживання; злоупотребление, неправильное употребление
accomplish	завершити; завершить
available	наявний, придатний доступный, свободный
appropriate	відповідний, придатний уместный, подходящий
despite / in spite of...	незважаючи на, несмотря на
exceed	перевищувати, переходити межі; превышать, переходит границы
multiple	складений, багаторазовий; составной, многократный
restrict	обмежувати; ограничивать
routinely	у певному порядку; в определенном порядке (pl. без змін) вид, рід, порода; (pl. без изм.) вид, род, порода
species	(pl. без змін) вид, рід, порода; (pl. без изм.) вид, род, порода
government regulation	законодавство, законодательство
licensing of techniques	ліцензування методів; лицензирование методов
transformation	перетворення; преобразования

Text

Many scientists share the opinion that technology in itself is neither moral or immoral. The problem is that our technological capabilities often exceed our ability to restrict them to morally good uses. An example is nuclear physics used for weapons which can destroy a lot of people. Another example is factories which produce waste chemicals that damage people's health.

On the other hand, both the process and the result must be morally suitable. For example, the development of new medicines is good. However to test new medicines on people without adequate precautions is morally inexcusable.

Is gene transfer morally suitable? This question is very important for genetic engineering. Gene transfer between individuals occurs routinely at reproduction. Extensive gene transfer occurs between bacterial species. Some gene transfer occurs between different species and higher organisms. Plant breeding (and to a lesser extent, animal breeding) has transferred genes from one species to another, like between bacteria species. Genetic engineering simply makes gene transfer easier, with fewer barriers. Costs per DNA preparation vary depending on the situation. The main cost of DNA preparation is labor.

Are there limits to what is morally suitable in genetic engineering? Some uses seem morally good, with few moral questions. An example is increasing the efficiency of antibiotic production by transferring the gene from one bacterial species to another. This breakthrough in the genetics researches has saved many lives. Even some transfer of human genes seem morally good. For example, the human insulin gene was transferred into a bacteria in order to make the use of this life saving medicine safer and more available. The use of genetic engineering to correct a fatal or serious genetic disease in humans seems morally good. However, the use of genetic engineering to make multiple copies of the same person is an extreme abuse of this technology. Yet in Western Europe there is much research trying to accomplish this very thing and despite the public pressure those researchers are not willing to give it up. Genetic engineering must be regulated with caution and appropriate moral safeguards.

COMMENTARY

Notes.

I. Breakthrough - important discovery, a compound noun (Verb + preposition)

This type of compound nouns is often based on **phrasal verbs**, the plural is added to the end outputs. A number of these nouns are associated with technology and economics.

II. Per annum = per year = annually; ... per year

The preposition “per” is a Latin word meaning “by”, “through”. It entered the English literary language in combination with certain Latin nouns. Later “per” began to be used in English with the meanings “by”, “by means of”, “through”, “for each year”, “for each person in a population, expressed as an average”, “for every hundred”, “one part in every hundred percentage”.

Per head — на душу; на душу

Per year — на рік; в год

Per man — на людину; на человека

Per post — поштою; почтой

Per Mr. Johnson — через містера Джона; через мистера Джона

For each unit of time, length, etc.:

Per annum — for each year.

Per capita — for each person in a population, expressed as an average.

Per cent — for every hundred: fifty per cent (i.e. 50%).

Per cent — one part in every hundred percentage, half a per cent (i.e. 0,5%), Mind: over sixty per cent - it's singular, no plural form.

III. Learn the following prepositions and expression of the Latin origin:

Via — через; через

Versus — проти; против

Ad lib — скільки завгодно, вільно; сколько угодно, свободно

Ad hoc — спеціальний, створений для даної мети; специальный, устроенный для данной цели.

IV. Like versus As

Like smb., smt. — in the same or a similar way as, in the manner of — як, подібним до; как, подобным образом.

If everyone worked like him, we could finish in a week.

As smb., smt. — in the capacity or character of — як; как, в качестве.

He introduced her as his sister.

“As” is generally used after the verbs: to regard, to view, to represent, to treat (вважати, розглядати; считать, рассматривать).

You can’t treat that as a joke. Most people regarded him as a clever man.

Note: The verb **“to consider”** is not used with **“as”**: Most physicists consider him a scientist of genius.

V. The idea was an idea of genius

Genius — обдарованість, геніальність; одаренность, гениальность.

The noun genius has no corresponding adjective in English:

An	idea	of	genius
A	work	of	genius

A scientist of genius

The word “геніальний”,/ “гениальный” used in colloquial speech may be translated as brilliant, wonderful, splendid.

This was a brilliant plan.

VI. Technology in itself.

Технологія сама по собі./ Технология сама по себе. “Itself” takes the main stress in sentence when it is used emphatically as in this case.

By itself (idiom) — automatically, alone: The engine will start by itself in half a minute. The tree stands by itself in the lawn.

“Itself” as a reflexive pronoun is used when the animal, thing, etc, causing the action is also affected by it:

The wounded bull could not raise itself from the ground.

VII. ...to give it up — відмовлюватися, кидати; отказываться, бросать.

It is a phraseological unit, both elements are semantically indivisible and the meaning of the whole phrase cannot be derived from the meanings of its separate elements. Here are some other examples: to find out — пізнавати; узнавать, to turn up — з’являтися; появляться; to take in — обманювати; обманывать.

VIII. ... to make use of - to use.

The pattern V + N (іменник, утворений від дієслова) означає конкретну дію; (существительное, образованное от глагола), обозначает конкретное действие.

To have a walk, to have a smoke, to have a try.

To make allowance for = to allow for

To make a contribution to = to contribute

To make reference to = to refer to

To give consideration to = to consider.

IX. ... the gene was transferred into a bacteria in order to make the use of

this medicine - чтобы, для того, чтобы, it is a bookish style, an Infinitive- phrase is synonymous ... in order to make = to make

X... safer and more available

less expensive = cheaper: these are comparative forms. We use -er for short words, we use **more (less)** for longer words.

Cheapest and most (least) expensive are the superlative forms

CONTEXTUAL REFERENCE

I. Використання порівняння у дискурсі (міркуванні, лекції, доповіді)

Порівняння може використовуватися для позначення рівнозначності, нерівноцінності, порівняння одного предмету з іншим, паралельного збільшення.

Использование сравнения в дискурсе (рассуждении, лекции, докладе). Сравнение может использоваться для обозначения равнозначности, неравноценности, сравнения одного предмета с другим, параллельного увеличения.

Рівнозначність / Равнозначность.

As...as	are similar	
As many...as	equal to	
As much...as	is like	each
the same... as	similar(ly)	all
Similar to	equal/ly	both
the same	compare to/with	alike

Нерівнозначність висловлюється за допомогою таких слів і висловів:

Неравноценность выражается при помощи следующих слов и выражений:

Not as...as	not as many...as	unlike
More ...than	not as much ...as	not the same as
Fewer...than	not equal to	not all
Less...than	unequal(ly)	

Паралельне збільшення (два порівняння) висловлюється за допомогою таких конструкцій:

Параллельное увеличение (два сравнения) выражается с помощью следующих конструкций: **The (word + er) the ... the more, ... the (word + er) the ... the less.**

The smaller the problem, the less challenging it is to the researcher. The bigger the problem the more challenging it is to the researcher.

II. Listing: ті, що складають список, перелік; составляющие список, перечисление.

При читанні тексту дуже важливо збагнути, як поєднується речення і групи речень для того, щоб повніше передати інформацію автора. Ця інформація поєднується за допомогою сполучних слів або маркерів. Перелік, список — це свого роду каталог того, про що говориться у тексті. Важливо відзначити, що у більшості випадків перелік відноситься до чітко призначених компонентів тексту.

При чтении текста очень важно понять, как соединяются предложения и группы предложений для того, чтобы полнее передать информацию автора. Эта информация соединяется посредством соединительных слов или маркеров соединения. Перечисление, список - это своего рода каталог того, что говорится в тексте. Важно отметить, что в большинстве случаев перечисление относится к ясно обозначенным компонентам текста.

Маркери переліку:/ Маркеры перечисления :

One, two, three, etc.

First(ly), second(ly), third(ly)

In the first (second, third) place

Another, next, then

Furthermore, afterwards, moreover

Lastly, finally

To begin/start with; to conclude

First and foremost

First and most important

Above all

Last but not least

Існує багато інших способів передачі послідовності викладу інформації. Форми на -ly також використовуються при переліку: firstly, secondly,...

Существует много других способов передачи последовательности изложения информации. Формы на -ly также используются при перечислении: firstly, secondly...

EXERCISES

1. Use the suffixes *-less, -able, -ish, -ful, -y, -ous, -al, -is* to derive adjectives from the following nouns and verbs:

Profession, doubt, beauty, courage, practice, victory, reason, pain, excuse, technology, suit, bacteria, use, forget, admire.

2. Translate the following words and phrases of Latin origin.

Adequate, transfer, result, regulation, varieties, transformation techniques, to occur routinely, multiple copies, appropriate safeguards.

3. Analyze the structure of the following words. Translate them.

Precaution, inexcusable, morally, destroy, exceed, immoral, reproduction, extensive, increase, efficiency.

Outlook, feedback, turnover, outcome, break-up, takeover, input, drawback, breakdown.

4. Translate into English.

Сто літрів на день; два кілограми на людину; обчислити на квадратний метр; 60 обертів за хвилину; 100 км за годину; дохід на рік; валовий продукт на душу населення; зростання цін на 15%. Який процент населення має власні машини? Ріст врожайності виражений у відсотках.

Сто литров в день; два килограмма на человека; вычислить на квадратный метр; 60 оборотов в минуту, 100 км в час, доход в год;

валовый продукт на душу населения; рост цен на 15%. Какой процент населения имеет собственные машины? Рост урожайности выражен в процентах.

5. Translate. Mind the origin of the words.

A ten-point scale, communicative efficiency, grammatical accuracy, prospects of expansion, stable position, financial situation, external (internal) analysis, pressure of competition, prolonged depression, Dow-Jones index, official policy.

6. Pay attention to the structure of the following phrases. Use them in the sentences of your own.

By chance, to be in great need, to be under treatment, to be on view, in detail, to go into detail, to be under analysis, to be in use, to get out of practice.

7. Give English equivalents for the following phrases and sentences.

Питання моралі; генна інженерія; патентування технологій; стійкість до гербіцидів; методи перетворень; патентування методів перетворення; завдавати шкоди здоров'ю людей; випробувати нові ліки на людях; відповідні запобіжні заходи; обмежувати їх доступний препарат; виправити генетичну помилку; здійснити план, використовувати обережно; рослинництво; тваринництво.

Вопросы морали; генная инженерия; патентование технологий; устойчивость к гербицидам; методы преобразований; патентование методов преобразования; наносит вред здоровью людей; испытывать новые лекарства на людях, соответствующие меры предосторожности; ограничить их использование; более безопасный и доступный препарат, исправить генетическую ошибку, осуществить план, использовать осторожно, растениеводство, животноводство.

8. Fill in the blanks with the markers of comparison and other discourse markers, if necessary.

- | | |
|------------------|-----------------|
| 1. equally | 6. consequently |
| 2. one | 7. to be like |
| 3. to be similar | 8. less |
| 4. as well as | 9. mostly |
| 5. too | |

Soil is a residue composed of two main ingredients: mineral material and organic When weathering processes are largely physical... by heat or wind, for instance, ... the composition of the soil ... to that of the parent rock. In arid regions weathering is ... by physical means. But in humid regions chemical processes of weathering are ... important. In such regions rock particles are affected by water which may contain carbonic acid ... other weak acids ..., the insoluble mineral residues in the soils have ... resemblance to the original rock. There are larger amounts of organic matter in the soil,

9. Complete these sentences with the comparative form of an appropriate adjective or “more/less”.

Moral issues in genetic engineering are considered by some scientists ... important than technology itself. Gene transfer occurs between different species and ... organisms. Genetic engineering simply makes gene transfer ..., with ... barriers. The human insulin gene transferred into a bacteria makes the use of this medicine ... and ... available. At present in Western Europe there is ... research concerning the use of genetic engineering.

UNIT 5

SCIENTIFIC REASONING

Basic Vocabulary

account for	пояснювати що... объяснять что-либо
argument	доказ, дискусія, суперечка довод, обсуждение , спор
cause	причина, підстава причина, дело
distinct	відрізняти отличать
infer	виводити заключать, подразумевать
inference	заключення , вывод
in terms of	висловлювати , в термінах в выражениях...
premise	передумова предпосылка
proposition	пропозиція, твердження предположение, утверждение
relate	розповідати, относиться
reasons	причина, розум причина, разум
reasoning	розсудження, міркування
target	цель, ціль

TEXTS

The fundamental objectives of science are discovery and explanation. To discover the essential data and the connections among the data is the first aim. To explain the data and the connections is the second target. Science makes its advance in terms of both of these objectives. Sometime it is the discovery of a new element of set of elements that marks a major breakthrough in the history of a scientific discipline. Closely related to such discovery is the discovery of relationship of data that had never been noted before. All of this is of immense importance in science. The order of reality that interests the scientists is the empirical order, that is, the order of data and phenomenon revealed to as through observation of experience. From observation of discovery we move to explanation. A satisfactory explanation is not only one that is empirical, but one that can be stated in the terms of causal proposition . Description is important as a point of beginning, but description is not explanation. This point should be stressed because there are too many scientists or would-be scientists, who are concerned with data gathering, data counting and data describing, and they seem to forget, that such operations are only the first step. Until we have accounted for the problem, explained it causally by referring the data to some principle of generalization, we have not explained anything. Of great importance in research is to construct-and evaluate arguments. An argument is a sequence of statements one of which is conclusion which follows the premises. For example, "The article is full of interesting and valid ideas, so it must have been written by a professional". The first part of the sentence (the article is full of ...) is called a premise. The conclusion (so it must have been, written ...) is based on the premise Taken together, the premise and the conclusion form an argument. The method of reasoning in this example can be termed as inference. In evaluating an argument, the first step is to identify the components - the premises and conclusion. The argument may be deductive or inductive, depending on how the conclusion follows from the premises. An argument may be defined as deductive if it is impossible for the conclusion to be false if all the premises are true. An argument is inductive if it is improbable that the conclusion is false if all premises are true. The distinction between

deduction and induction should not be taken as a distinction between a superior way of reasoning and an inferior way. The distinction is in the manner by which a conclusion follows its premises.

BRITISH UNIVERSITIES

The system of higher education in Britain includes universities, polytechnics, colleges of education and advanced courses at various colleges. British universities are well-known in the world thanks Oxbridge - the universities of Oxford and Cambridge considered together, especially in contrast to a number of newer British universities - Redbrick universities, founded relatively recently. Their buildings are made from bricks of red-brown colour, which accounts for the name. In Britain there are more than 700 major establishments of further education. A university usually has both faculties and departments. The most common faculties are arts, law, medicine and science. School is also used for the departments of a university concerned with the particular area of study: School of Law, School of Economics, School of Dentistry. The departments include engineering, commerce, technology, agriculture, and music. Students have to pay fees but the local authorities give grants to most students whose parents cannot pay. Students working their first degree at University are called undergraduates. When they take their degree, we say that they graduate from the University and then they are called graduates. If they continue studying at University after they have graduated, they are called post-graduates. In general, the first degree of Bachelor is given to students who pass examinations at the end of three or four years of study. Further study or research is required for the first post-graduate degree of Master. Much research should be done by a person who receives the highest University degree, i.e., Doctor of Philosophy (Ph. D.). University careers development is usually considered within the Careers and placements office which assists students in finding placements in manufacturing, industry or service sectors. Some University careers services offer an information library and careers counselling, others offer workshops on CV writing and interview techniques. Some bring all of these activities together in one focused service helping a student to market himself /herself pro-actively to employers.

COMMENTARY

1. Logical way of thinking is based on clear thinking. Words meaning logical are sound, rational, reasonable, well-thought-out, well-founded. Not logical: illogical, irrational, make no sense.

2. Meaning - the meaning of a word, sign, story, etc. Synonyms: sense, significance, definition.

The simple, general meaning of a statement: essence, point, gist, substance.

3. Data-pl., datum-sing.-some words borrowed from Latin or Greek keep their Latin or Greek plural forms, e.g. phenomenon-phenomena; datum-data, crisis-crises, stimulus-stimuli, formula-formulae, index-indices (indexes).

4. Aim, target, purpose, objective - the thing that you want to achieve, when you do smt. or make a plan, purpose and objective are formal words, so in ordinary conversation it is better to say smt. like "Why did you do it? (not "What was your purpose?) or I did it, because... (not "my purpose was ...).

5. Cause, reason: if you hesitate which word you should use, recollect the difference: to cause - to make smt. happen; to be the cause of - be the specific difficulty of a problem: reason - why smt. happens or is done.

6. ... in general. Mind the synonyms: generally, generally speaking, as a rule, mostly, in most cases, on the whole, for the most part.

7. ... impossible. Words for describing smt. that cannot be done: not possible, out of question, there is no way Ways of saying that you think it is unlikely that smt. will happen: improbable, unlikely, it's hardly likely, I shouldn't think so.

8. ... at Cambridge. Note that no article is used with the names of universities, schools, colleges, when the phrase begins with a proper noun: Columbia University. But: The University of Columbia, the University of London. The word University is generally dropped in informal speech.

9. ... at University: when a school, university, college, church, prison, etc. is being referred to as an institution, you do not need to use an article after a preposition: She went to university in Plymouth. When you are talking about the specific building, 'the' is used: They went to the school to discuss their son's progress.

10. 700 major establishments. Mind: there is no plural in **hundred, million, billion, per cent** used after numerals. Notice how the following is said in English.

39% - thirty-nine per cent.

1,532,756 -one million, five hundred and thirty-two thousand, seven hundred and fifty six.

0- nought - Br. English, zero - A.E.

1,550,000- a comma is used before thousands, millions, etc.

Fractions: a half, a quarter, a third, one twelfth, seven tenths,

2 $\frac{1}{4}$ - two and a quarter,

7/256 - seven over two five six.

Distinguish between the uses of cardinal and ordinal numbers: numbers like one, two, three are called cardinal numbers; those like first, second (1st, 2nd) are called ordinal numbers.

There are several differences between spoken and written convention:

Speech

Writing

Elizabeth the second

Elizabeth II

July, seventh, 1998

July 7, 1998, or 7 July, 1998

11. Mind the difference: to learn - to learn how to do smt., or gain knowledge about a subject;

to study - to spend a period of time learning about a subject or learning how to do smt. especially by reading books about it and attending classes at a school or college.

12... to pay fees: fees - amount paid for professional advice or service; amount paid for studies, to sit an examination. Grants - money given for a particular purpose, e.g. student grant - to pay for smb., education; award smb. a research grant.

13. Much research should be done...

to do versus to make

Remember:

To do one's duty

To do homework

To do a translation

To do one's best

To do a favour

To do damage

To do right (or wrong)

To do one's hair

To do sums

To do an exercise

14. A number of
newer universities...

Amount versus
number.

Number is used for
countable nouns,
amount - for
uncountables.

When the word

to make a speech

to make an appointment

to make a mistake

to make a tour of...

to make a trip to...

to make friends

to make a dress

to make a cake (tea,
coffee)

to make a change

“number” is preceded by “the” it is always singular: The number of unhappy employees is growing. “A number” usually means “many”: A number of employees have arrived at the meeting. “A number” is singular if it means total unit:

A number like 100 billion is hardly possible to imagine.

Countables:

Many, a lot of, lots of, plenty of;

Uncountables:

Much, a lot of, plenty of, a great (good)deal of.

15. Latin abbreviations:

ibid - the same (tittle as the one mentioned in the previous note)

ms.,mss. - manuscripts

N.B. - nota bene: mark well, take notice

rev. - revised, revision

sec., secs. - section(s)

© - copyright

diss - dissertation

ed., eds. - editor(s)

cp. - compare

q.v. - see elsewhere in the text (literally: which see)

[sic] - thus: the bracketed and usually italicized sic signifies that a peculiarity - for example, a misspelling - occurs in the quoted material

16. Latin prefixes of number

semi — половина; половина

mono — один; один

bi — два; два

tri — три; три

quad — чотири; четыре

penta — п'ять; пять

hex — шість; шесть

septem — сім; семь

oct — вісім; восемь

dec — десять; десять

mult — багато; много

STRUCTURAL PATTERNS

1. Vague This or That

When the word this, that, these, or those is used alone, it is known as a demonstrative pronoun. Don't use the singular forms this or that imprecisely, hoping to refer to a whole previous idea rather than to a specific antecedent.

Don't: The cat shed great quantities of fur on the chair. That made Ann extremely anxious.

Do: The cat shed great quantities of fur on the chair. The possibility that he was ill made Ann extremely anxious.

2. less production,... .. most monetary.

"Less" is a comparative degree of an "irregular" adjective "little". For certain "irregular" adjectives (much, many, little, good, bad, far) supply the forms shown in your dictionary, e.g. bad worse worst.

3. Comparing adverbs: like adjectives, adverbs can be compared: attentively . more attentively most attentively. Mind: "hard"adverb from adjective

hard-harder-hardest. Hardly scarcely, barely (едва).

4. To make smooth transitions and connections between the passages, paragraphs or the ideas in the paragraph the following transitional markers are usually used:

To show chronological order:

after	finally	next
afterward	first(second)	now
before	later	presently
eventually	meanwhile	soon

To show spatial order:

above	below	in the distance
across	beyond	next
ahead	here	next to
around	in front of	outside
behind	inside	to the right(left)

EXERCISES

1. a) Give the derivatives:

produce, compare, extract, prepare, include, active, associate, contribute, rotate, require, fertilize.

b) Give an example of something that is priceless and something that is valueless, e.g. an ancient coin and a burnt match.

2. Translate the following words of Latin origin:

Allusion, illusion, delusion. Accept, except. Altar, alter. Climactic, climatic. Deduce, deduct. Elicit, illicit. Implicit, explicit, tacit. Principal, principle.

3. Translate the following words with Latin prefixes:

Monopoly, binary, semicircle, triangle, Pentagon, quadrilateral, octal, demical, hexadecimal, multilateral, monochrome, polygamy, monograph.

4. Read aloud the following numbers:

a) When do we say “and”?

25, 60, 507, 63, 219, 80, 19, 340, 1640, 36, 348, 6000, 200000, 4000000.

b) Write the following in words:

$0^{\circ}\text{C} = 32^{\circ}\text{F}$

$\frac{1}{3} + \frac{1}{4} \times 4^2 = 112$

$9 \times 8 = 72$

$2x + 3y - z = \frac{3z}{4x}$

10% interest, 53% stake in the investment

5. Supply the comparative and superlative degrees and plural of nouns.

Dry, narrow, clever, wide, thin, good, far, little, many, much, interesting, fine, difficulty, ox, ax, radio, wish, woman, alloy, ferry, Murphy, tomato, chairwoman-elect, spoonful, phenomenon, analysis.

6. Write the alternative possessive form for each of the following:

the worth of several days, of Dickens, for the sake of goodness, of the children, a journey of five months, the mistake of somebody, a room of Mary and Lisa, of the victor.

7. Correct any errors in the use of abbreviations, numbers and adjectives:

1. He has only one reason for not wanting to ride - e.g., he was afraid of horses.
2. Forty dollars will buy an adequate dinner for one at that restaurant.
3. Five six'es are thirty.
4. First item on the agenda is the budget.
5. The number usually means many.
6. Smallest country in the world is Vatican.
7. He is more sad than the rest players because of the lost game.
8. The most near star to earth is Proxima Centaura.

8. Identify adjectives and words they modify, underlining them.

1. Melville described whaling in his famous novel "Moby Dick"
2. Whalers took long voyages on sailing ships with tall masts.
3. Modem whaling is a different kind of adventure.
4. Today, ships that hunt for whales are huge floating factories.
5. Some types of whales are becoming a rare sight.
6. Of the nine species of whales, six are now on the list of endangered species.
7. Citizens, both young and old, have been working for a long time to protect whales.

9. Select words to complete sentences.

1. Do you think my work was (affected, effected) by his experiments?
2. Whose (advice, advise) are you going to take?
3. Many of his contemporaries did not (accept, except) Copernicus' theory that the earth moves around the sun.
4. The outcome of the election (altar, alter) the mayor's plan.

5. (Its, It's) a long way from (hear, here) to the park.
6. We don't want to (loose, lose) you in the crowd.
7. Our airplane (past, passed) over the English Channel.
8. A (quiet, quite) room is needed for concentrated study and reflection.
9. We should try to learn from the (passed, past) experience.
10. The city was so much larger (than, then) I expected.

10. Translate the following phrases:

industrial output, input in small and medium-sized enterprises, branches and subsidiaries, 10% interest, 20% stake in, economic performance, the two companies are to merge soon, dumping prices, emerging markets, maintain close contacts.

11. Translate in a written form:

The sum is expressed by a mixed fraction. You should multiply the number by five. Six to the power of five is easy to calculate. I can't raise the number to the forth power manually. Five times nine equals... Ten multiplied by six is... The larger the denominator the smaller is the fraction. Please, find the cube root of this number. What is the numerator of this fraction?

12. Translate into English:

Виробництво орієнтовано на...; необхідно визначити...; ми надаємо великого значення розвитку...; ми вважаємо, що ці заходи допоможуть успішно розвивати інфраструктуру; ми надаємо великого значення будівництву...; дуже багато буде залежить від...; це допоможе нам нарощувати виробничий потенціал; всі ці заходи дозволять здійснити... ; ми зацікавлені у поглибленні ділових зв'язків.

Производство ориентировано на ..., необходимо определить ..., мы придаём большое значение развитию ..., мы считаем, что эти меры помогут успешно развивать инфраструктуру, мы придаём большое значение строительству..., очень многое будет зависеть от ..., это поможет нам наращивать производственный потенциал, все эти меры позволят осуществить ..., мы заинтересованы в углублении деловых связей.

13. Translate the phrases into Ukrainian or Russian:

- a) The yields are overestimated, your prices exceed world prices by 5%. The price is 100 U.S. dollars per 1 ton of weight. And what do you suggest? What makes you think so? We'll think over all the questions raised. Will you be more specific, please? Thank you for your clarification. We shall not bear responsibility for adverse weather conditions. The choice will depend on To avoid delay in We are having no difficulty in
- b) a scientist published his memories; he was well-prepared on about any issue; the same phenomenon can be seen in physics; it is hard to detect the difference, the European Commission reported a sharp downturn; the work appeared in the current issue of the journal.

UNIT 6

WHAT IS MARKETING?

Essential vocabulary in economics

Balance sheet - баланс

Assets - активы

Current assets - оборотный капитал

Cash - наличные денежные средства

Marketable securities - биржевые ценные бумаги

Accounts receivable - счета дебиторов

Inventories - товарно-материальные запасы

Raw Materials - материалы

Work in Process - незавершенное производство

Finished Goods - готовая продукция

Prepaid expenses - предварительно оплаченные расходы

Total current assets - итоговый оборотный капитал

Investment - капиталовложение

Fixed assets - основной капитал

Land - земля

Buildings - здания и сооружения

Machinery - машины и производственное оборудование

Office Equipment - конторское оборудование

Accumulated Depreciation - начисленные амортизационные отчисления

Intangibles - нематериальные активы

Goodwill - “добрая воля”; капитал фирмы, не поддающийся материальному измерению

Organization expenses - организационные расходы

Total assets - итоговые активы

Liabilities - пассивы

Current liabilities - краткосрочные обязательства

Accounts payable - расчеты с поставщиками и разными кредиторами

Notes payable - задолженность по кредитам банка или других предприятий

Bank loan - банковская ссуда

Working capital loan - ссуда для оборотного капитала

Mortgage payable - ипотечная задолженность

Accrued expenses payable - задолженность по издержкам к оплате

Income tax payable - задолженность перед государством в уплате
 подоходного налога
 Total current liabilities - итоговые краткосрочные обязательства
 Long-term liabilities - долгосрочные обязательства
 Long-term debt - долгосрочный долг
 Total liabilities - итоговые пассивы
 Stockholder's equity - акционерный капитал
 Capital stock - акции
 Preferred stock - привилегированные акции
 Common stock - обыкновенные акции
 Premium on stock - надбавка к стоимости акции
 Accumulated retained earnings - полученная прибыль к распределению
 Total stockholder's equity - итоговый акционерный капитал
 Margin - разница между себестоимостью и продажной ценой, прибыль

Essential vocabulary in economics

Balance sheet	баланс
Assets	активи
Current assets	оборотний капітал
Cash	готівка
Marketable securities	біржеві цінні папери
Accounts receivable	рахунки дебіторів
Inventories	товарно-матеріальні запаси
Raw Materials	матеріали
Work in Process	незавершене виробництво
Finished Goods	готова продукція
Prepaid expenses	попередньо оплачені витрати
Total current assets	підсумковий оборотний капітал
Investment	капіталовкладення
Fixed assets	основний капітал
Land	земля
Buildings	будівлі і споруди
Machinery	машини і виробниче обладнання
Office Equipment	конторське обладнання
Accumulated Depreciation	нараховані амортизаційні відрахування
Intangibles	нематеріальні активи

Goodwill	“добра воля”, капітал фірми, що не піддається матеріальному виміру
Organization expenses	організаційні витрати
Total assets	підсумкові активи
Liabilities	пасиви
Current liabilities	короткострокові зобов'язання
Accounts payable	розрахунки з постачальниками і різними кредиторами
Notes payable	заборгованість по кредитах банку або інших підприємств
Bank loan	банківська зсуда
Working capital loan	зсуда для оборотного капіталу
Mortgage payable	іпотекова заборгованість
Accrued expenses payable	заборгованість по витратах до оплати
Income tax payable	заборгованість перед державою по оплаті податку
Total current liabilities	підсумкові короткострокові зобов'язання
Long-term liabilities	довгострокові зобов'язання
Long-term debt	довгостроковий борг
Total liabilities	підсумкові пасиви
Stockholder's equity	акціонерний капітал
Capital stock	акції
Preferred stock	привілейовані акції
Common stock	звичайні акції
Premium on stock	надбавка до вартості акцій
Accumulated retained	одержаний прибуток до розподілу
Total stockholder's equity	підсумковий акціонерний капітал
Margin	різниця між собівартістю і ціною продажу, прибуток

Text

Marketing is made up of the activities performed by individuals and businesses that satisfy the needs and wants of consumers through the process of exchange.

Exchange is a process by which two or more parties freely give something of value to one another to satisfy their needs and wants. The goal is profit. Our goal as marketers is to make customers choose to spend their hard earned money on our goods and services and reject those of our competitors so that we meet our profit goals. If we don't meet our profit goals we can't stay in business.

In the Business Sector:

Marketing was adopted originally by big firms like Procter & Gamble, General Electric, and Coca-Cola early in the century. It spread into consumer packed goods companies, consumer durable, and industrial equipment companies. In the last 10 years service firms such as airlines, banks, and insurance companies have recognized the importance of marketing.

Lately professional services have adopted mkt'g-dentists, lawyers, accounting firms. Multinationals, especially European and Japanese, have spread mkt'g throughout the world: i.e. Nestle, Toyota, Sony.

Non Profit sector:

In North America many institutions such as schools, hospitals, charities, museums, and symphony orchestras require more money to operate than the government can give them. Therefore they are turning to marketing not only to raise funds & awareness, but also to attract greater audiences to events (Direct mail, alumni fund drives, purchasing a "seat" in the theatre or a brick in the wall of a new gymnasium, etc).

The government is also very active in marketing. The government promotes energy conservation, tax time, anti-smoking, healthy eating, fitness, etc.

The 3 Basic questions are key to marketing: (A la Roger More)

1. Why should a buyer choose us (what benefits do we offer)?
2. If the buyer decides to choose our product, what product is he/she rejecting (what benefits does the competitor provide)?
3. What can we do as marketers to make it easier for buyers to reject our competitors and choose us?

Marketing Mix

The Marketing Mix is comprised of everything the firm can do to influence customer demand for its products.

In simple terms, we draw an analogy to baking a cake. The marketing manager is a cook, the tools he/she can manipulate are the ingredients

he/she uses, the marketing mix is the recipe he/she follows, and the target market are the people who will decide if they wish to eat his/her cake or the cake of the cook next door.

The ingredients or tools of the marketing mix that the cook can control are grouped under 4 broad categories: PRODUCT, PRICE, PLACE, COMMUNICATION (OR PROMOTION).

Keys to marketing in Eastern Europe

Put the answers in order of their importance.

- It is a relatively new market of up to one-half billion consumers.
- It is a way to provide additional exports and to leverage economics of scale.

- Companies can benefit from lower production costs once they are able to set up operations in the host country due to lower energy costs, less restrictive environmental regulations, inexpensive labour, etc.

What's in it for them (the Eastern Europeans)?

- To be able to better meet their consumer demands.

- You improve their hard-currency position by either injecting it into their economy or by allowing them to produce exportquality products for international markets (few “former USSR” manufactured goods are currently of export quality).

- They want to benefit from the infusion of technological expertise and Western management know-how.

The most successful approach to any business entry into Eastern Europe is either contractual arrangements that are either short-term (exporting) or long-term (licensing), or direct investments through joint ventures and acquisitions. This also holds true for industrial marketing successes.

COMMENTARY

Finance and accounting term equivalents

These are terms which we sometimes use interchangeably.

- | | | |
|---------------------|---------------------------|-------------------------|
| 1. Earnings | = Income | = Net Profit |
| 2. Capital | = Net worth | = Shareholders' Equity |
| 3. Income Statement | = Profit & Loss Statement | = Statement of Earnings |
| 4. Revenue | = Sales | |
| 5. Expenses | = Costs | |

6. Working Capital	= Net Current Assets
7. Cost of Sales	= Cost of Goods Sold
8. Wages	= Salaries
9. Depreciation	= Amortization
10. Inventory	= Stock
11. Current Assets	= Short-term Assets
12. Current Liabilities	= Short-term Liabilities
13. Fixed Assets	= Long-term Assets
14. Expenditure	= Disbursement

READING COMPREHENSION

1. Find the proper meaning of the English words and expressions.

Assessment, book value of a firm, distribution, cost of goods sold, gross profit, liquidity, market segment, target market, margin, profit margin, multiple, price/earnings multiple, objective, option, overall, overall company valuation, return, return on investment, interest return, sales, net sales, sales discount, to sell, selling price, selling and administrative expenses, settlement, penetration strategy, new market development, new product development, concentration, diversification, integration.

Сплата, собівартість реалізованої продукції, продавати(ся), валовий прибуток, балансова вартість компанії, сегмент ринку, маржа, мета, повний, вибір, відшкодування, дохід, у формі проценту, кратне число, знижка з ціни продажу, повна оцінка компанії, ліквідність, відношення ціни і доходів, оцінка, прибуток на інвестований капітал, чистий обсяг продажу, продаж, торгіві і управлінські витрати, ціни продажу.

Уплата, себестоимость реализованной продукции, продавать(ся), валовая прибыль, балансовая стоимость компании, сегмент рынка, маржа, цель, полный, выбор, возмещение, доход в форме процента, кратное число, скидка с цены продажи, полная оценка компании, ликвидность, отношение цены и доходов, оценка, прибыль на инвестированный капитал, чистый объём продаж, продажа, торговые и управленческие расходы, цены продажи.

II. All of the following ideas appear in the passage. Which do you think the author attributes most importance to?

1. The most successful approach to the business entry into Eastern Europe.
2. The goals of the customers and the businesses.
3. Marketing is made up of the certain activities.
4. The role of the marketing manager.
5. The importance of marketing.

III. Recognize restated information.

Between the evaluation of alternatives and the actual purchase the buyer is influenced by the attitudes of others and by other situational factors.

1. While choosing the product to purchase the consumer can be affected by the outside sources.
2. The marketer can be influenced by the attitude of others.
3. After the buyer purchases our product he will be influenced by the attitude of others.
4. The buyer should decide on where to spend his/her money.

IV. The tools of the marketing are grouped under 4 broad categories:

1. Customer, consumer, place, price, service.
2. Competitor, service, performance, market, price.
3. Profit, product, distribution, customer.
4. Product, place, communication, price.

V. The author assumes that...

- a) Firms must view competition very broadly.
- b) Our goal is to make customer choose our intangibles.
- c) An owner of a large business may not have fixed assets.
- d) Western companies can benefit from getting into the Eastern Europe market.

VI. For what audience is the passage intended?

- a) arts students
- b) biologists
- c) businessmen
- d) students of economics

VII. It can be concluded that the author of the passage is ...

- a.) sympathetic to Eastern Europe market
- b) political conservative
- c) dilettante in economics
- d) a believer in strict discipline

VIII . The passage indicates that the author expresses a feeling of...

- a) hope
- b) pleasure
- c) instability
- d) enthusiasm

IX. Which of the following if true, cannot be understood from the above?

- a) economists warn that inflation will persist
- b) entrepreneurs are the main actors in economic growth
- c) marketing in Eastern Europe is a way to provide additional exports
- d) Western companies can benefit from lower production costs

X. It can be concluded that the aim of the author is

- a. to develop an economic theory
- b. to analyze the reasons of the economics
- c. to give some practical advice
- d. to provide some information

XI. 1. The author tends to

- a. make comparison
- b. describe cause and effect relationship
- c. opinionate or reason

2. The writer deals with

- a. problem solving
- b. cause and effects
- c. classification of thing and events
- d. experimentation

3. The author tends to

- a) create moods
- b) narrate events
- c) describe settings and characters

4. The tone of the author in the passage is

- a) exacting
- b) pessimistic
- c) critical
- d) optimistic
- e) fantastic
- f) realistic

TRANSLATION PRACTICE

1. Translate the expressions and phrases.

With a view to the budget deficit; in addition, this rate level can be considerably lowered in the future; the rate for services will be determined by the relation between the utility and customers, namely, intensity of demand, and the cost of providing the service; despite the scarcity of natural resources; in urban area, on the other hand; secondly, even smaller rural settlements; thanks to the kind invitation; as regards to the distribution network the decision is still outstanding; this article deals with the general management problems; in **view** of the information given by the Secretary-General; all programmes are similar to the one described earlier; we are presently developing our own methods.

2. Translate into English using your active vocabulary.

Яка загальна концепція маркетингу? Маркетинг включає різноманітні елементи, такі, як планування, дослідження ринку, розробку нової продукції, збут, організацію контактів, рекламу і т.ін. Щоб досягти кінцевої мети, усі маркетингові заходи повинні бути скоординованими. Вони вимірюються якісними і кількісними показниками. Від чого залежить ефективне планування маркетингу? Воно залежить від ретельного аналізу ситуації на ринку. Які контрольовані фактори планування маркетингу? їх фактично чотири - чотири "Р". Це продукція, ціна, місце збуту, форми реклами. Якого роду аналіз проводиться відділом маркетингу? Найрізноманітніший. Аналіз ринку збуту, різних даних, купівельного попиту і культурних запитів покупців.

Какова общая концепция маркетинга? Маркетинг включает разнообразные элементы, такие как, планирование, исследование рынка, разработку новой продукции, сбыт, организацию контактов, рекламу и т.д. Чтобы достичь конечной цели, все маркетинговые мероприятия должны быть скоординированы. Они измеряются качественными и количественными показателями. От чего зависит эффективное планирование маркетинга? Оно зависит от тщательного анализа ситуации на рынке. Каковы контролируемые факторы планирования маркетинга? Их фактически четыре - четыре «Р». это продукция, цена, место сбыта, формы рекламы. Какого рода анализ проводится отделом маркетинга? Самый разнообразный. Анализ рынка сбыта, различных данных, покупательского спроса и культурных запросов покупателей.

3. Translate and remember.

Agricultural output, to forecast growth rates for investment, law to sequester the budget, output is small and medium-sized enterprises, the backbone of the national economy, shadow economy, to trade in securities, capital markets, to compete with foreign banks, cash-starved enterprises, banks are free to invest in securities to grant a license, economic performance, to oversee the audit, a 10% stake (share).

Tests

XII. Identify the one underlined word or phrase that cannot be used in standard English.

1. Professor Sands gives many interesting information in his lectures.
A B C
2. It is a month ago since I left Germany.
A B C D
3. Nobody have asked any questions about the accident.
A B C D
4. John wanted to have gone to the cinema.
A B C
5. A pension fund has 3 millions dollars invested in the stock of ABC Company.
A B C D
6. You must to make the best out of a bad situation.
A B C
7. Each person pay a tax on & 3,700 which is 1% of 3,700 or &37.
A B C D
8. What is the length of the line segment that connect A to B
A B C D
9. The NATO countries customarily spend 1/3 of its combined incomes on military expenditures.
A B C D
10. Would you please repeat again what you said?
A B C D

UNIT 7

NEGOTIATING SKILLS

Text

To understand the nature of negotiating situations and develop tools in dealing with them is of great importance for everybody but especially for executives and managers.

What are the characteristics of a situation requiring some means of conflict resolution?

- A conflict of interest between two or more people or groups.
- No set rules for resolving the conflict.
- Some basis for both sides to want to reach agreement: some degree of interdependence which motivates groups to want to reach an agreement.
- No guarantee that a resolution will be reached but the possibility of reaching agreement exists.

The general means of conflict resolution are the following:

1. Use force/fight: wars, strikes, divorce. These means represent a failure to negotiate successfully.
2. Concede: sometimes a party may not think it is worthwhile to pursue any other means of conflict resolution and choose simply to accept the other party's proposal.
3. Conventions: that is generally accepted practice for the situation.
4. Rules, laws, reasons.
5. Third party settlements: appealing to a higher authority.
6. Negotiation!!!

Key aspects of negotiation:

- position of power: the influence knowledge, supply/demand situation or other factors which may place the negotiating parties in unequal bargaining position;
- interdependence: the goals of two people are related and cause them to have some shared motivation to reach agreement;
- altered perceptions: it is very difficult to take the other party's perspective during a negotiation; most parties tend to feel that they are more reasonable party in the negotiation; emotions during intense negotiations often cause one to view the other party as an antagonist and thereby complicate the process;

- concealment vs. openness: parties are often unwilling to let their counterpart know their true goals and the full extent of their position: each party must decide how open and honest they wish to be with their counterpart;
- creativity: in any negotiation there must be the possibility of a settlement, parties must be willing to be creative in reaching the best agreement for both parties;
- personalities: stubborn, overly aggressive people make negotiations much more difficult; negotiators should be calm, rational and conciliatory;
- flexibility: parties must be willing to give as well as take to reach a successful conclusion;
- patience: successful negotiation takes time and study; the party with the greatest time pressure is at clear disadvantage.

The negotiation process.

There are eight stages to the negotiation process which should be followed in turn to arrive at a successful conclusion, these are:

1. Preparation
2. Plan
3. Internal selling
4. Rehearsal and review
5. Face to face
6. Verbal agreement
7. Contract
8. Executing and maintaining the relationship

COMMENTARY

I. The parts of speech: the names of the English language words. There are many thousands of different words in the English language, but there are only eight different kinds of words, which are called “parts of speech”. They are the noun, the pronoun, the adjective, the verb, the adverb, the preposition, the conjunction, and the interjection.

Verbs: all verbs have 3 principle parts used in tense formation: the infinitive or base form (work, begin), the past tense (worked, began) and the past participle (worked, begun). The past participle is used with forms of *have* to form Perfect tenses (have lived, had lived, would have lived) and with forms of *be* to form the Passive Voice (is written, was written, have been written).

Regular verbs - those that simply add -ed or -d to form both the past tense and the past participle - cause few problems of tense formation. But you must take greater care to see how the **irregular verbs** are formed.

Article noun pronoun pron. verb verb conjunction pron. vverb ponoun adverb

A learner whom we interviewed said that he tested himself regularly

prepos pronoun noun participle I noun conj. part.I infinitive pronoun

with his notebook covering up the word and trying to guess it

prepos. article noun

from the translation.

II. Complete sentence. Since a sentence is the basic unit of written discourse, you must be able to recognize complete and incomplete sentences. You need to know that a grammatically complete sentence normally requires a sentence base: a verb ('predicate') and its subject within an independent clause. Distinguish: Professor Smith wrote an essay. Although Professor wrote an essay.

The secondary part of the sentence: there are two kinds of objects (compliments): the direct objects and indirect objects. They are in the predicate group.

The attribute qualifies a noun or a pronoun. It is in the subject group.

The adverbial modifier qualifies a verb. It is in the predicate group too.

attribute subject attribute predicate direct object

A permanent member of the UN can veto any resolution.

A subordinate clause is usually introduced by either

1. a subordinating conjunction (although, as, because, which, why, where, if, since, till)

2. a relative pronoun (who, that, which, whom)

If you keep seven **coordinating conjunctions** (and, but, for, nor, or, so, yet) from subordinating conjunctions and relative pronouns, you will distinguish between independent and subordinate clauses.

Fragments.

A sentence expresses a complete thought. When only a part of a sentence is punctuated as though it were a complete sentence, the resulting error is a sentence fragment. A fragment often belongs with the sentence that

precedes it. A fragment is a separated sentence part that does not express a complete thought. To decide whether or not a group of words is a sentence, ask yourself these two questions: 1) Does it have a verb and its subject? 2) Does it express a complete thought? If the answer to either question is “no”, the group of words is a sentence fragment.

III. Subject-verb agreement: make a verb agree with its subject in person and number. Some more difficult situations:

1. When the subject is a phrase or a clause, make the verb singular, e.g. Having the supplies of foodstuffs is useful in an emergency.
2. be sure you have found the true subject, more difficult situation when inversion is used, e.g. Main among his virtues is his modesty.

Pronoun agreement and reference.

Pronouns - words used in place of nouns - offer you relief from the monotony of needlessly repeating a term or name when your interlocutor (or reader) already knows what or whom you mean. But precisely because many pronouns are substitute for other words, they raise a variety of usage problems, including subject-verb agreement and choice of the correct case. Here we consider the two main kinds of relation between a pronoun and its *antecedent*

– the term it refers to. First, a pronoun should show agreement with its antecedent in gender, number and person. And second, the identification of the antecedent - that is, the pronoun’s reference to it - should never be in doubt.

IV. Observe the grammatical distinction between *who* and *whom*-. *Who* asks students? *Whom* does the teacher ask?

Words such as *each*, *some*, *and whose* are sometimes pronouns and sometimes adjectives, depending on their use in the sentence. When they are used in place of nouns, they are pronouns, when they modify nouns, they are adjectives, in the last case they always precede nouns.

Example: Pronoun	Each did the homework.
Adjective	Each student did the homework.
Pronoun	Whose are these books?
Adjective	Whose books are these?

V. Note the following words and word combinations which can be used in indirect speech: to point out, to stress, to emphasize, to suggest, to suppose that, to assert, to deny, to insist, to persist, to believe that, to admit, to

confirm, to urge, to consider (to regard), to assure, to doubt, to be certain; e.g. He asserts that the tests have been carried out.

EXERCISES

1. Define which words are of Latin origin and which ones are pseudo-international (ложные друзья переводчика, хибні друзі перекладача).

Student, fact, magazine, prospect, logic, massive, manifest, pioneer, president, director, complexion, legend, nomenclature, lecture, ambulatory, decade, argument.

2. Explain the meaning of the Latin prefixes and translate the words:

a) Co-worker, cooperation, antipathy, decode, degenerate, extravagant, extraordinary, exchange, export, predecessor, precede, supernatural, super-hard, transform, transplant.

b) To recharge a battery, unexpected results, to misunderstand the explanation, subsurface layers, unpredictable behavior, irresistible desire, to underestimate the influence.

3. Match these Latin words with their meanings.

1. analogy, 2. analysis, 3. argument, 4. clause, 5. complement.

1. a cluster of words, containing a subject and a verb; 2. a thing that contributes new or contrasting features or qualities; 3. a similarity of features or pattern between two things; 4. the breaking of something into its parts or functions; 5. the mode of writing in which a writer tries to convince the reader that a certain issue is well founded.

4. Write down the sentences in which the words *human*, *humane*, and *humanity* are used. Compare their meaning.

5. a) Form adjectives with the help of the suffixes *-ant*, *Ac*, *-able*, *(-ible)*, *-ive*, *-ant (-ent)*, and explain the meaning of these adjectives.

Accept, act, base, bear, read, exchange, compress, decorate, depend, destruct, detest, react, please, question, repulse, suit, triumph, unforgiven.

b) Form verbs from the following nouns:

Aid, air, base, cover, cause, handle, form, sum, lift, focus, use.

6. Guess the meaning of compounds, translating their components.

Buttonhole, bottleneck, soft-boiled, password, low-paid, pay-list, backbone, milestone, bottle-screw, warehouse, visiting professor, off-position, ill-natured.

7. Translate, paying attention to the numbers and numerals.

The decimal fraction 5,456 is read “five point four, five, six.” Any improper fraction can be converted into a fixed fraction. In order to add two vulgar fractions you should find first their common denominator. They say, a man can be compared to a fraction in which the numerator is what others value him for, and the denominator is his own estimation of his qualities. This is an equation in two unknowns. The difference between equatorial and polar radiation intensities was about .015 degree.

8. Identify verbs, adverbs, prepositions, conjunctions, and interjections.

Label each word as, for example, an action verb (a.v.), a linking verb (l.v.), an auxiliary verb (aux. v.), an adverb (adv.), a preposition (prep.), a conjunction (conj.), or an interjection (interj.).

1. Wow, it is the best film, I've seen lately.
2. Have you ever seen any wild animals?
3. Where have you put the corrected papers?
4. Surely John doesn't expect us to finish by tomorrow.
5. If Mary doesn't help us, there will not be evident results.
6. May I use your phone, please?
7. The rose smells lovely.
8. Studies can be fun sometimes.
9. No one could do much to help, for the damage had already been done.
10. James became impatient, but he waited quietly.

9. Write two sentences with each of the following words.

Use each one as two different parts of speech, e.g. noun and adjective, or pronoun and adjective.

American, school, whose, one, many, each, that, like, smoke, study.

10. The following paragraphs contain certain fragments. Write the paragraphs, attaching the fragments to the related independent clause.

Scientists recently uncovered the fossils of small dinosaurs. Which lived 70 million years ago. After they studied the remaining fragments of bones . Scientists reconstructed the appearance of the dinosaurs. The name given to these extinct lizards was hadrosaur. Which means “duck-billed lizard”. Adult hadrosaurs were plant eaters. That could scoop up vegetation from watery swamps.

The discovery of these fossils was important. Because it shed light on one of the mysteries about dinosaurs. Before this recent discovery was made. Scientists debated whether dinosaurs were coldblooded or warmblooded. Fossil evidence in a nest. They were likely warmblooded. Because few coldblooded animals are fed by their parents or protected in nests.

11. Translate the following combinations and learn them.

Total	destruction, failure, ignorance, silence, warfare.
Efficient	work, service, secretary, staff, method, medicine manner.
Facilities	for study, work, sport, recreation, travel.
To resume	a seat, work, lessons, one's studies, a speech.
To impose	a fine, a duty, a tax, a task, a burden, an obligation, punishment, a rule, a ban, one's opinion, views.
To revise	a theory, a conception, an idea, an opinion, a policy.

12. Match the relevant steps with the eight stages to the negotiation process

1. objectives, 2. approaches, 3. strategy, 4. investigation, 5. presentation, 6. clarification, 7. exploration, 8. more approaches, 9. review, 10. the full agreement.

1. preparation, 2. plan, 3. internal selling, 4. rehearsal and review, 5. face to face, 6. verbal agreement, 7. contract, 8. executing and maintaining the relationship.

13. The following passages contain several run-on sentences. After you have decided where each sentence should end, place the appropriate

end mark, then the first word of the next sentence, beginning it with a capital letter.

a) The word *humor* has an interesting history, it comes from the Latin word for liquid, in the Middle Ages people believed that four liquids in the body made up one's character, thus a person with too much of one humor might be quite odd or eccentric.

b) *The comma* can be traced back to the Greek language, the English word *comma* comes from the Greek word *komma*, which means "a piece cut off" when you use a comma, you cut off an expression from the rest of the sentence.

c) Have you ever wondered about the origin of the word "sandwich", it came into use during the eighteenth century, John Montagn, the Earl of Sandwich, was addicted to gambling, so addicted that he often would not stop for his meals, during one of his twenty-four-hour gambling sessions, he instructed someone to bring him slices of bread with roast beef inserted between them because the Earl of Sandwich did not want to stop gambling long enough to go to dinner, the world gained the sandwich.

14. Translate. Non-verbal communication

The repertoire of non-verbal communication is extensive. If, for example, your conversation partner shakes your hand so firmly that it pains, he must be saying: "I am stronger than you." It is the same thing with the friendly patting of shoulders, which can be often seen with public men. A fraternal pat on the shoulders arouses the impression of friendship. The fact that afterwards he hardly listens to his guest is not "important". The point is that the "goodwill" gesture has already been made and demonstrated with success.

Constant coughing and clearing of the throat are similar non-verbal methods, in this case, - of defense. The psychological discomfort of such noises interrupts the person who is speaking. Frequently, these noises cause your partner to become irritated and unsure of him/herself. All this could be avoided: the simple way out is to say what you mean.

UNIT 8

ELEMENTS OF A STRONG PRESENTATION

Text

Always Prepare:

The better you know and understand your material, the more relaxed you will be and the better you will be able to present it. Reading a speech can get dull for the audience unless you can add drama and emotion through modulation, tone and pace. Even if you choose to read a speech, it's crucial to practice it and prepare beforehand.

Preparing for a presentation does NOT mean memorizing. Trying to memorize a speech takes a lot of time and is extremely difficult to do well. Most people who try to memorize a speech end up concentrating so much on the next word that they forget to pay attention to important things like posture and facial expression. In other words, know your material, but don't memorize it.

It's much better to make an outline and a few notes, and then practice a few times to give yourself some confidence. The more flexible you are, the better able you will be to handle interruptions, questions and last minute changes.

Before your presentation, rehearse it in front of a mirror or some friends, asking them to watch and comment on your timing and delivery.

Use an outline:

The three-part outline (introduction, body, and summary) is a good one for those with limited public speaking experience. The “tell-tell-tell” analogy works well and is easy for beginners to remember. The beginning and conclusion should both be strong. While it's good to begin with a strong or interesting statement, it's equally important to finish with a forceful, definitive conclusion that stresses your main point.

Timing:

Make sure to practice your speech and stay within the time allocated. Always allow at least five minutes for questions at the end. If your speech is too long, cut out some material don't try to do it more quickly.

Make a positive first impression:

Beginning your presentation with a strong opener sets the tone for the rest of your speech. An audience may lose interest and not listen to everything you have to say if you don't start off strongly.

Therefore, it's often helpful to spend some time deciding how to begin your presentation. Some people like to use a quote by a famous person or

authority, some like to use a joke or tell a story, and others prefer to get right to the point. Whatever you choose, make sure you are comfortable with it.

Look good:

Most people feel more confident when they look and feel good. For this reason, pay attention to your appearance. Good grooming and professional looking clothing tells your audience that you are ready for business.

Maintain eye contact:

Make a point to establish direct eye contact with the individuals in the room as you speak. Make sure to look at as many people as you can, and don't concentrate on just one individual or only one part of the room. Never stare up at the ceiling or at your shoes. And smile! *f* **Use visual aids:**

If you have access to overhead projectors, flip charts, chalkboards or any other props you may want to use them to make your presentation more interesting. Never try to put too much information on visual aids; key points and simple diagrams and charts work best. In addition to making the presentation more interesting for your audience, they can act as an outline and help keep you on track throughout your presentation.

Have good posture and natural movements:

Make sure to be comfortable, but don't slouch or lean on things like tables or lecterns. A little bit of movement, such as taking an occasional step or two to one side can be effective, but try to avoid rocking in one place or shifting your weight from one foot to the other. Keep your hands out of your pockets, and avoid fiddling with papers, pens, jewelry, etc. If you find yourself doing this, take off your ring or set down your pen (or whatever) before you begin your presentation.

Don't be afraid to use your hands to emphasize points. Be careful not to overdo it; too much movement can be distracting.

Vary your pace:

Most people, especially if they're nervous, speak too quickly rather than too slowly. Remember that your classmates have to follow your speech. Taking a short pause for a couple of seconds helps to emphasize a point, and can help you remember what you wanted to say next.

Speak clearly, loudly, and vary your tone:

Try to put some emotion in your voice. If you begin to mumble or speak in a monotone voice, your audience may begin to fall asleep.

Never apologize:

Don't worry if you happen to make a small mistake; you're the only one who will know. If you forget what you were going to say next, move on to something else, or take a second to calmly check your notes or visual aids. Just keep on smiling and go on with your next point.

COMMENTARY

I. The previous text can be a mini lecture or a college essay on public speaking skills.

1. If you are writing a lecture, first of all, you should determine your objective.

In this case the objective is to explain, demonstrate and practice with the students some basic presentation. The point therefore is to demonstrate, rather than just lecture. After all, presentation is more about style than content. The best way to learn and improve upon these skills is to observe and practice, so exercises are a good idea for this topic.

The next important thing you should always bear in your mind is your message. Here the message is to explain the importance of delivering a sound presentation, to stress the idea that how well you deliver a message can be just as important as what to say. Presentations are often made to banks, clients, suppliers, government agencies, and potential partners.

2. The key to writing a successful college essay is a strong and clear thesis - that is, a central idea to which everything else in your essay will contribute. You cannot get by with only a topic, or, worse, a subject area.

Subject area is a large category within which you hope to find your actual topic - the specific question you will address.

The topic of an essay is the particular, focused issue or phenomenon being addressed. Thus, within the subject area “open admission to university”, some topics might be: The effect of open admission on ‘high potential’ students. The success (or failure) of open admission. Is open admission a means to social equality?

Notice that these topics take up considerably more words than ‘open admission to college’. Potential “topics” that are expressed in few words may be subject areas in disguise.

Here is a chart that illustrates the contrast between a subject area, a topic and a thesis.

Subject area	Topic	Thesis
Agricultural production	The effect of mechanization on farm employment	1. The typical farm employee should possess the skills to operate large machines. 2. Many migrant farm labourers have become the unskilled unemployables of the cities.

II. While writing an essay or giving a presentation of great importance is to use a proper style, register the range of vocabulary, grammar, etc. used by speakers in particular social circumstances or professional contexts. It can be risky to use colloquialisms during presentations and it is strongly recommended not to use slang an extremely informal register. It is recommended to avoid ageisms, sexism and racism. e.g. not negro, but Afro-American, not chairman, but chairperson, not old, but gray.

III. To make one's style effective one should avoid unnecessary words, especially, unnecessarily repeated words or information. The most common examples of this are advance forward, return back, sufficient enough, repeated again, the time when, the place where and so on. A sentence in which some information is unnecessarily repeated is called redundant.

IV. While delivering a presentation, the following list of phrases may come in quite handy.

To begin with; for one thing..., for another...; talking (speaking of); as far as I can see (gather); the thing (matter, fact, point) is...; I'd like to point out that...; I'd like to call your attention to the fact that...; generally speaking...; strictly speaking...; putting it mildly...; I want to press the point...; more than that...; what is more...; on the whole..., to sum it up, summing it up.

V. The better you know your material, the more relaxed you are. It is an example of **double comparatives**. These sentences begin with a comparative construction, and the second clause must also begin with a comparative:

The + comparative + subject + verb + the + comparative + subject + verb

VI. Beginning your presentation with a strong opener sets the tone for the rest of your speech. In the above sentence **beginning** is a **gerund**, **your presentation** is a **compliment**, **with a strong opener** is a **modifier**, thus it is a **gerund phrase**, that acts as the subject of the sentence. Since a gerund acts as a noun, any noun or pronoun that comes immediately before it should be in the possessive case: **John's pleading** didn't influence his mother's decision.

VII. Besides the gerund there're two kinds of **verbals** called **the infinitive** and **the participle**. An infinitive can act as an adjective, a noun, or an adverb: **To forgive** doesn't always mean **to forget**. (To forgive is the subject, to forget is the predicate).

VIII. ... **know** your material, but **don't memorize** it. It is an example of **the Imperative** (commands). Commands are expressed in English by the base form of the verb alone. Negative commands use **don't** ("do not" in formal English).

IX. Remember that your classmates have to follow... The Imperative may be followed by **that-clause**.

Notice: **Tell him** that **I** will phone him.

Say that I will phone him.

Tell must always be followed by an indirect object (tell him), **say** is never followed by an indirect object.

X. ... your classmates **have to follow**...

"Have to" - this idiom is almost identical in its meaning with must. "Have to" is pronounced [hæftn] with [f], and "has to" is pronounced [hæstn], with [s].

EXERCISES

1. Each of the following is either a subject area, a topic, or a thesis:

- A. Mass urban transportation.
- B. The space shuttle should not be used primarily for military research.
- C. Protection of rape victims from harmful publicity.
- D. Network news programmes.
- E. The return of the convertible car.

2. a) Translate the following new words (neologisms).

A jumbo, a jumbo-bus, a starter, a lap-top, a cell phone, a chair, a gray, a shopper, a video nasty.

b) Translate foreign terms that have not been adopted yet as a common English expression:

la dolce vita, blitz krieg, cliché, de facto, guru, junta, suchi.

c) Give the meanings of these Latin abbreviations:

g., et al., f., ff, i.e., viz., vs.

3. a) Translate the words of Latin origin.

Recurrent, recurring, counseling. Currency, remedy. Controlled, focused, planned, focusing, planning, controlling. Quantities, summaries, vacancies, victories.

b) In each group below, mark the word that is nearest in the meaning to the word on the left.

- | | | | | |
|----------------|---------------|-----------------|-----------------|-------------|
| 1. Discursive | a) showy | b) laconic | c) disconnected | d) succinct |
| 2. Diabolic | a) angelic | b) fiendish | c) gross | |
| 3. Agile | a) diligent | b) lively | c) clumsy | |
| 4. Irrelevant | a) applicable | b) inapplicable | c) related | |
| 5. Affectation | a) vivacity | b) coyness | c) mannerism | |
| 6. Dogma | a) riddle | b) precept | c) accessory | |
| 7. Enigma | a) mystery | b) precept | c) hypocrisy | |

1. Give the meanings of these words. Remember that the meanings of prefixes do not always stay exactly the same. Write the meanings like this:

Example: - to reappear – to appear again

to rearrange – to arrange in a different way

To reread, to readjust, to reclaim, to recondition, to recognize, to record, to recover, to re-cover, to reflect, to reform, to re-form, to remove, to repeat, to represent, to re-do, to re-address, to retell.

2. Combine the words from columns A and B to make logical expressions.

A	B
Undertone	Fishing
Overcast	Bill
Overnight	Canoe
Overdue	Country
Underdeveloped	Steak
Overtured	Sky
Undernourished	Bag
Underwater	Child

3. Choose an appropriate relative pronoun (who, whom, whose, which, that) for the blanks in the sentences below.

- I know the man ... wrote this article.
- Mr. Green is the man ... wife teaches at college.
- I received a letter ... I read at once.
- I bought a bike ... I like very much.
- The car ... they bought cost very much.
- Mr. White is the person to ... the letter was addressed.
- Where is the man ... told you that?
- They have a clock ... strikes the hour.
- Radium, ... is a rare element, is used in medicine.

4. Identify a subject, a verb or a verb phrase (complete predicate).

- You will enjoy reading this story.
- The long hard trip across the dessert was finally over.
- The famous novel ‘Oliver Twist’ was written by Charles Dickens.
- After the concert the pianist will sign autographs.
- We have never met before.
- The new bridge is being built now.
- A personal look at life is usually given in diaries.
- He had finished writing an essay before I arrived.

5. Identify all the parts of the following sentences.

- John's brother drove us to the cinema.
- A strong, hot wind is blowing this morning.
- According to myth, a glance at the Medusa would turn a mortal to stone.

- She was slain by Perseus with the aid of the goddess Athena.
- For centuries the Medusa has been pictured with the head of snakes.
- Every day two frisky dogs named Bison and Carat play for hours on our lawn.
- The Senate and the House are in session.

6. Joint independent clauses using coordinating and subordinating conjunctions.

All good presentations have objectives. Objectives are important. They help you stay focused. Keep your objective realistic. You have to make decisions. The first decision is how you want your audience to respond. You should analyse your audience. You should remember three things. The mind thinks faster than you talk. Memory is limited. The mind tries to create order out of disorder.

7. Translate into English

У Європи новий девіз: “Кожен повинен мати свого “коуча”. “Коуч” - це психолог, який допомагає своєму клієнту справитися зі стресовою ситуацією: важливими переговорами, фінансовими проблемами і т.ін. Тепер кожен бізнесмен, кожен політик має коуча. Це - супермодно. Коуч вчить концентруватися, розпізнавати задумки конкурента за жестами, вести переговори з найнезговорчивими людьми. У Парижі найвідоміший і найдорожчий коуч - спеціаліст у галузі жестикуляції, який прожив довгі роки в Японії серед самураїв. Кажуть, мода на коуча буде тривати ще декілька років, а потім увійде у повсякденне життя і стане звичкою, як охоронець, адвокат, особистий лікар, комп'ютер і мобільний телефон.

У Европы новый девиз: «Каждый должен иметь своего «коуча». «Коуч» (coach) - это психолог, помогающий своему клиенту справиться со стрессовой ситуацией: важными переговорами, финансовыми проблемами и т.п. Теперь каждый бизнесмен, каждый политик имеет коуча. Это супермодно. Коуч учит концентрироваться, распознавать замыслы конкурента по жестам, вести переговоры с самыми несговорчивыми людьми. В Париже самый известный и дорогой коуч - специалист в области жестикуляции, проживший

долгие годы в Японии среди самураев. Говорят, мода на коуча продлится ещё несколько лет, а потом войдет в повседневную жизнь и станет привычкой, как телохранитель, адвокат, личный врач, компьютер и мобильный телефон.

CONVERSATIONAL PRACTICE

1. There are lots of things to consider while preparing for a presentation, e.g. non-verbal items can be very powerful in presentation: Enhancers vs. Detractors.

a) How can you enhance your presentation non-verbally? (for example, eye contact).

b) What can detract your audience? (for instance, nervous feet).

2. All good speakers get nervous and nervousness is important as it provides as adrenaline rush that gives energy to a presentation. The trick is to use nerves to your advantages. How should you control nervousness? Provide your tips.

A study was done that found impressions were made

55% by appearance

35% by voice and confidence

10% by what is actually said.

Therefore, it is important to remember these when delivering your presentation. Go deeper into it, give your piece of advice concerning voice and appearance, e.g. you should dwell on volume, speed and intonation of your voice.

WRITTEN PRACTICE

1. The lives of other people, even ordinary people, are often a source of entertainment. Write a minibiography of a friend or relative. Use inversion: add variety by occasionally placing the subject in the middle or at the end of your sentences.

2. Write a cover letter. It is the first way you introduce yourself to a potential employer - and it can affect whether or not he/she bothers to turn the page and even look at your resume. It is called a cover letter

Think of a cover letter as a marketing tool to highlight your most attractive features and make them known to the ones doing the hiring.

UNIT 9

CLIMATE CHANGE: POTENTIAL, GLOBAL AND REGIONAL IMPACTS

Text

Agricultural activities are a major contributor to anthropogenic sources of greenhouse gases, which in turn contribute to radiative forcing and hence climate change. In turn, climate change will have an impact on agriculture. Apart from the release of carbon dioxide caused by biomass burning, mainly through deforestation and savanna fires, which together account for about 30 percent of the total amount of the CO₂ emitted, agriculture's main contribution to radiative forcing is through the emission of methane (CH₄, about 70 percent of the total emitted) and nitrous oxide (N₂O, about 90 percent of the total).

Rice cultivation appears to be the largest anthropogenic source of global methane emissions, influenced by a complex set of factors that primarily affect methane-generating and methane-absorbing bacteria. These interactions are very sensitive to the physical, chemical and biological conditions of the rice paddy environment and hence can be manipulated by management practices. For example, methane emissions to the atmosphere are higher in deep water than in shallow water rice cultivation.

The harvested area for rice in the developing countries, excluding China, is expected to increase by about 11 million ha by 2010, an increase of about 10 percent. Hence the projected increase of methane emissions from this source is relatively modest also because some of the increase in rice area will arise from the conversion of wetlands which produce some methane in their natural state. The modest incremental contribution from this source will be further depressed by the expected move away from deep water rice cultivation, mainly because of increasing competition from aquaculture.

A greater increase in methane emissions to the atmosphere than from rice cultivation may arise from ruminant livestock, the numbers of which are projected to increase by more than 35 percent by 2010 in the developing countries. Methane is released as a result of incomplete decomposition of plant material by aerobic fermentation, a process favoured by the fibrous and forage feeds of varying quality widely used for ruminants in developing countries. Thus, more methane is released from

poorly fed than from better fed ruminants. The overall effect of the projection on radiative forcing is difficult to assess, being the combined effect on the numbers of ruminant livestock and the nutritional composition of their feeds, which is expected to improve moderately under the pressure of the rising demand for livestock products.

The annual rise in atmospheric nitrous oxide is relatively small and precise measurements of sources of this gas are scarce. Emissions are estimated to be mainly from biotic sources, related to nitrification and denitrification processes. These take place in the sorts of natural ecosystems such as tropical rainforests,

tropical/subtropical savannas and intensive fertilizer agroecosystems. Applications of nitrogenous fertilizers are estimated to account for about 20 percent of the current annual increase in atmospheric N_2O . Such applications are expected to rise little in industrialized countries, but significantly in the developing countries, particularly on the better quality arable land. However, typically these lands do not have the seasonally hydromorphic soil conditions that specially favour N_2O emissions.

There is still a great deal of uncertainty regarding the nature, regional distribution and distribution over time of the potential impacts of climate change on agriculture. In spite of the extensive research stimulated by the Intergovernmental Panel on Climate Change (IPCC) and by national concerns, it will probably take many more years before these uncertainties are resolved. Nonetheless, there is a scientific consensus that global warming is a real phenomenon that could have a range of both negative and positive impacts on agriculture. Some of the most severe negative impacts could be in those regions already vulnerable to present-day climate variation, notably sub-Saharan Africa, and with the least ability to research or buy their way out of trouble. In broad terms, the developing countries may be more affected by the possible changes than the developed countries, even though the temperature rise from global warming is projected to be greatest at the higher latitudes where most of the developed countries are located. The potentially greater impact on developing countries is, on the physical side, because most of them are in low rainfall areas or have significant areas of arid land, which are already subject to major agricultural production problems because of rainfall variability and associated constraints, and on the economic side because of their greater dependence on agriculture.

All of these potential climate impacts probably lie outside the time frame of this study, since they are not currently envisaged to play a notable role before about 2030. There is, however, one positive impact which may already be influencing agricultural production, namely the boost to crop growth arising from the enhanced carbon dioxide levels in the atmosphere that are one of the forcing factors for global warming and climate change. The higher CO₂ levels lead to faster growth of plant biomass and better water utilization in many crops, contributing to stronger root growth and denser ground cover. Some scientists believe that this effect accounts for a proportion of crop yield gains in recent decades, possibly as much as 10 to 25 percent of the cumulative increase. Moreover, even if the developed countries succeed in stabilizing CO₂ emissions in the early part of the twenty-first century, it is unrealistic to expect the developing countries to do so before the end of the century. Hence this CO₂ fertilization will have an important impact throughout the current projection period and beyond.

Finally, although the main negative impacts of climate change are likely to be beyond 2010, there are agricultural measures which can be justified against current socioeconomic needs and yet would help minimize the potential impacts of climate change.

COMMENTARY AND READING COMPREHENSION

I. globe — a model of the Earth, the globe — the Earth

global (adj.) covering or affecting the whole world,

globally (adv.)

global warming, greenhouse effect — the increase in temperature of the Earth's atmosphere, caused when certain gases, esp. carbon dioxide trap the Sun's heat.

II. Compare **ecology**, **ecological**, **environment**, **environmental**. These words are sometimes used in the same way although they have different meanings. **Ecology** is the natural relationship (or study of the relationship) between plants, animals and people, and the places in which they live. **Environment** refers to the places or situations in which plants, animals and people live. The adverbs **ecologically** and **environmentally** are also often confused but they do not have the same meaning either.

III. Matter (physical substance in general, contrasted with mind or spirit) — an affair, a topic or a situation being considered, the matter — the reason. Note that **matter** is used to mean problem or trouble only in questions or negative sentences: What's the matter? There is nothing the matter.

No matter that/whether: It's no matter whether you arrive early or late.

No matter who, what, where, etc. Don't open the door no matter who comes.

To pursue a matter, to take up a to arrange, clear up, settle, straighten out, complicate, simplify matters. An important, pressing, serious, petty, trifling matter, matter (verb) to ~ to, e.g. her financial status does not matter to us.

IV. realize -ise — to become aware of or accept smt as a fact, to begin to understand.

In the meaning “**to become real**” is usually used with words such as “hope”, “ambition”, “intention”. So the sentence “Father realized his threat and sent his children home” is incorrect, you should say “Father carried out his threat and sent his children home”.

V. Note — don't use notice as a synonym.

Note — a short informal letter or written message from one person to another.

Notice — a short written statement giving information or directions, usually found in a public place.

Note (verb) — to pay attention to, observe smt.

Notice (verb) — to become aware of smt., to see or observe smt.

VI. Notes on Vocabulary

1. to argue, to dispute, to debate

To argue with smb., about smt. спорить, обсуждать

Argument спор, дискуссия, довод, аргумент

~for smt., ~ against smb., убедительный довод

a strong~ a weak~

Argumentative дискуссионный, спорный, ложный

To dispute	спорить, дискутировать, ссориться, пререкаться
To debate	обсуждать, дебатировать, спорить
To debate a matter in one's mind	взвешивать, обсуждать что- либо
Reason	разум, рассудок, причина, повод
reasonable	благоразумный, рассудительный
reasonably	разумно
reasoning	рассуждение

2. Affect, effect. As a verb “affect” means to influence. The verb “effect” means to bring about or cause. When “effect” is a noun, it means “result”.

3. Cause, reason — not synonyms. A **cause** is what produces an effect. A **reason** is someone's professed motive or justification.

4. Concept, conception, idea. The broadest of these terms is **idea**. A **concept** is an abstract notion characterizing a class of particulars: the concept of civil rights. A **conception** is an attempt at an idea, possibly erroneous. Note that **idea** would have been suitable even in these examples.

VII. 1. What is the main idea of the text?

The main idea is typically (not always) found in the first paragraph. It will be a statement that gives the overall theme of the passage. Is it the case with this text?

2. What is the subject and the topic of the passage?

3. The best possible titles of the passage. Which can you provide?

4. Supporting ideas concern the ideas expressed in one part of the passage rather than about the passage as a whole. What are the supporting ideas?

5. Ideas that are not **explicitly** stated in the passage are **implicit**. These refer to the meanings **implied** by the author, based on the information given in the passage.

6. It can be concluded that the aim of the author is
- A. to develop theory
 - B. to analyze the reasons
 - C. to give some practical advice
 - D. to provide some examples
7. Tone or Attitude of the Passage. These questions concentrate on the author's style, attitude, or mood. In order to determine the attitude, look for key words. The tone of the author in the passage is
- A. exacting
 - D. critical
 - C. pessimistic
 - D. optimistic
8. The author tends to
- A. make comparisons
 - B. describe cause and effect relationships
 - C. opinionate
 - D. reason
9. The writer deals with
- A. problem solving
 - B. cause and effect
 - C. classification of things and events
 - D. experimentation
10. The passage indicates that the author expresses a feeling of
- A. hope
 - B. confidence
 - C. enthusiasm
 - D. instability
 - E. pleasure
11. It can be concluded that the author is
- A. sympathetic to "Green peace"
 - B. uncritical
 - C. politically conservative
 - D. a believer in environment protection
 - E. dilettante in science
12. Is the author's treatment of the theme emotional or rational?
13. Is the author's point of view objective or subjective?
14. For what audience is the passage intended?

Sentence Structure

I. Note that there is no “to” with the infinitive in the sentence: “What makes you think so?”

Infinitive is used without the particle “to”

- after auxiliary verbs;
- after modal verbs (but “ought”);
- in complex object, after the verbs of sense perception;
- after “to let”; to make - заставлять; to bid - предлагать: I hope she will bid me take a seat.
- after: had better, would rather, would sooner, cannot but, nothing but.

II. Such word combinations as “almost exactly”, “pretty ugly” sound strange too, because it is a kind of paradox in these phrases. It is a literary device called **oxymoron**. You should try to avoid such oxymorons as: act naturally, found missing, same difference, alone together, new classic, passive aggression, clearly misunderstood, peace force and such like.

EXERCISES

I. Agree with the following negative statements.

Model: The climate does not remain unchanged. No, it doesn't. I agree with you.

1. The changes in climate are not fast.
2. Carbon dioxide is not good for breathing.
3. It is not easy to affect the climate.
4. Atomic energy is not only a weapon of mass destruction.
5. The temperature of the Earth is not determined only by the amount of solar heat.
6. The world's resources of oil and coal are not inexhaustible.
7. At the poles the Sun's heat is not absorbed — it is reflected.

II. Express doubt in response to the statements given below.

Use the following phrases:

I doubt that (if)...

It's hardly likely that...

It's too much to say that...

1. We can easily control the climate of the Earth.

2. Nothing will save civilization from the lack of power.
3. We shall live in a cleaner age when all the resources of oil and coal have been used.
4. Man can easily melt the ice at the poles.
5. The climate of the Earth will become hot very soon.
6. It is impossible to affect the climate of the Earth.

III. Suppose what has been used by the previous speaker seems insufficient to you and you want to add. Repeat in short what has been said and add your own reasoning. Try to use these phrases:

More than that... Moreover...
might as well add that...

..but there is one more thing that should be noted (considered, etc.)

1. The role of carbon dioxide in the Earth's atmosphere is great.
2. A certain acceleration of human growth has been observed in the last decades. Some scientists explain it by the increase of CO₂ in the atmosphere.
3. The warning up of the globe is difficult to explain.
4. The minerals of the Antarctic will be used by man in future.
5. Thermal balance of the Earth's atmosphere is very important.
6. The end of fuel resources on the Earth is the problem that should be discussed now.

IV. Choose the correct word. Remember the difference between:

a) borrow, lend: borrow = take or receive smt. for a certain time, intending to return it, lend = give smt. for a certain time.

He always ... Kant's ideas to help him with the argument. I am short of cash and the bank is not open on Sunday. Will you ... 20 dollars? Not all those who easily ... money just as easily ... it to others. The word "top" was ... from English into German. They are always ... from us. They are not friends. I am surprised that she ... the money to him. The garage has ... me another car while mine is being repaired.

b) forget, leave

leave somewhere without from; leave somewhere for somewhere else (not to).

Compare: I forgot to post the letter = I didn't post the letter because I forgot to post it. I forgot posting the letter = I posted the letter but forgot that I posted it.

She asked me not... to telephone her the next day. I had no time to find out what the accommodations would be like so I ... my family at home for the time being. I ... the composition I wanted the instructor to look through and give me her opinion. I ... the shop without buying anything.

c) lay, lie

lay (laid, laid, laying) is always transitive, it takes a complement (object); lie (lay, lain, lying) is always intransitive.

He broke down the door and I found Mr. Black ... on the carpet. I just wanted to ... down and have a rest. The university ... in the eastern part of the city. The old dog ... on the grass watching the children.

She was run down so she decided to ... down for a little while. The secretary ... the papers on the table.

V. Translate the words of Latin and Greek origin, paying attention to the meaning of prefixes.

Abnormal, antecedent, bilingual, collaborate, contradict, descent, except, extravagant, interact, monologue, polyglot, preface, demigod, submarine.

VI. Decipher the following acronyms.

UN, UNESCO, EEC, NATO, GB, FBI, WASP, AIDS, BASIC, LASER, RADAR.

VIII. In each group below, mark the word that is most nearly a synonym of the word on the left.

- | | | | |
|----------------|---------------|-------------------|-----------------|
| 1. despot | a) bigot | b) aggressor | c) dogmatist |
| 2. diffuse | a) nonplused | b) absurd | c) verbose |
| 3. promulgate | a) depreciate | b) accumulate | c) proclaim |
| 4. inscrutable | a) mysterious | b) comprehensible | c) intelligible |
| 5. infirm | a) frail | b) healthy | c) resolute |
| 6. immutable | a) changing | b) unchangeable | c) varying |
| 7. imbecile | a) acute | b) keen | c) idiotic |

VIII. a) Translate. Mind your problem vocabulary.

Politics, policy; distinct, distinctive; effective, efficient; sensible; example, sample; accept, except; access, excess; special, especially.

b) Translate. Mind your vocabulary of Latin and Greek words.

X-ray analysis; accurately controlled energy; extreme conditions; the actual fact; the total effect; to focus attention on; to derive; to prevent; to determine; to specify; to speculate, option; multiple distribution.

c) Translate the Latin expressions, given below.

Fiat Lux. Primus inter pares. Veto. Para bellum. Terra Incognita.

IX. Translate paying attention to the active vocabulary.

I realized how my words had been distorted. It is no easy matter finding a house in this city. It doesn't matter to him that we are not rich. Mexico lies to the south of the USA. She lied to me about the incident. She laid her soul bare. She was laid off from her job at the factory. There are a lot of borrowings from different languages in English. The children will never forget visiting this park. Don't forget that we are going to the concert this evening. She left her comfortable home for a stormy life in Indo-China. The war left her an orphan. I'm sorry. I left my books at home. We had to leave this paragraph out of the text. Chemicals in the factory's sewage system have changed the ecology of whole area. Success in business is a matter of knowing when to take a chance.

X. There is a mistake in each sentence. Correct it.

1. I wrote him a notice saying that the package had arrived.
2. The matter is that we won't have enough room in the car to take your sister with us.
3. I check my in-tray every morning as a matter, of course.
4. To make the matters worse, the roof leaked and there was no heater in the room.
5. I am doing such researches on the industrial development of my country.
6. I am writing to you as you are the responsible person for public relations.
7. According to Henry's opinion less money should be spent on weapons.
8. Belgium has ten millions inhabitants.
9. My mother never listens what say.

10. After a while he stopped running and lied down on the ground.
11. All the people he met were very kind with him.
12. Would you be so kind to send the book to me?
13. The cat sat in front of the fire, cleaning it's whiskers.
14. I am often thinking about this problem.
15. I shall wait here until you will return.

UNIT 10

Text

From “Of Studies” by Francis Bacon

Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business; for expert men can execute, and perhaps judge of particulars, one by one; but the general

(5) counsels, and the plots and marshaling of affairs come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament is affectation; to make judgment wholly by their rules is the humor of a scholar. They perfect nature, and are perfected by experience; for natural abilities are like natural plants, that need pruning by

(10) study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute, nor to believe and take

(15) for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and

(20) extracts made of them by others; but that would be only in the less important arguments and the meaner sort of books; else distilled books are, like common distilled water, flashy things. Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he

(25) had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend: *Abeunt studia in mores!*¹ Nay, there is no stand or impediment in the wit but may be wrought out by fit studies; like as diseases of the body may have appropriate exercises. Bowling is good for the stone and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the head, and the like. So if a

man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again. If his wit be not apt to distinguish or find differences, let him study the schoolmen; for they are *cymini sectores*!² If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

¹Studies form character." Ovid

²Literally, "cutters of cumin seed" or hair splitters

COMMENTARY

1. Imply, infer, confer can be confused. Note: the speaker implies, the hearer infers.

To confer - to give a degree, privilege, title, etc. to smb. **To confer with smb. about smt.** - to have discussion in order to exchange opinions or get advice. **Conference** - meeting or discussion.

2. Discourse - a long and serious treatment of a subject in speech or writing.

3. Deputy - a person who is next in authority after the head of a business, school, etc. and who does the head's job when the head is away.

4. Adapt - to adjust, **adept** - proficient.

5. Allude, refer. To allude - to refer to indirectly; to refer - to mention smt. definitely.

6. Cite, sight, site. To cite - to quote by way of authority or proof, to refer to. Sight - a view; site - a place.

7. Disposition, character. Disposition - a person's natural qualities of mind and character; the way smt. is placed or arranged, e.g. the disposition of rooms in the building. Character - sum of qualities that constitute the true individuality of a person.

8. Abeunt studia in mores! (Lat.) - Studies form character.(Ovid). The following Latin phrases are widely used in bookish style of writing:

de facto - in reality, actually existing

hie et ubique - here and everywhere

in statu quo - in the state in which it was before

in toto - altogether, entirely

modus operandi - a mode of operating

mutatis mutandis - the necessary changes having been made
nihil - nothing
nolens volens - whether willing or not pro forma - as a matter of form

SENTENCE STRUCTURE

1. "To spend too much time in studies is sloth..." Here the subject of the sentence (подлежащее, тдмет) is an infinitive (to + base form), functioning as a noun. Besides an infinitive a verb form functioning as a noun is gerund, e.g. writing scientific papers takes all his time. Notice that, although gerund (writing...) acts as a noun, it retained its verb-like character to the extent of having objects (дополнение, додаток): writing letters.

2. You should not write a paragraph of sentences all of which begin with the subject. *To avoid such monotony*, you can begin some sentences with a modifier (обстоятельство, обставина):

a) adverb or adverb clause: e.g. although he was small, he spoke two languages.

b) participial phrases, e.g.; summing it up, I would like to make up some conclusions.

c) infinitive phrases, e.g. *To begin with*, I want to stress the main idea of this passage. *To stay on the team*, you must attend every game. In the last sentence the infinitive (to stay) performs the function of the modifier of purpose (обстоятельство цели, обставина мети).

Такі обставини - маркери, які використовуються для посилення або доповнення того, що було сказано автором, вживаються на початку речення:

Следующие обстоятельства - маркеры, используемые для усиления или дополнения того, что было уже сказано автором. Употребляются в начале предложения: furthermore, in addition, besides, moreover, additionally, what is more.

Маркери, які використовуються для введення інформації, аналогічній тій, про яку автор уже говорив, «вживані» на початку речення, це такі обставини:

Маркеры, используемые для введения информации, аналогичной той, о которой автор уже говорил, и употребляемые в начале предложения,

это следующие обстоятельства: equally, likewise, in the same way, similarly, correspondingly.

3. Причинно-наслідкові відношення дуже часто використовуються у наукових текстах. Наступні дієслова використовуються для зв'язку причини і наслідку.

Причинно-следственные отношения очень часто встречаются в научных текстах. Следующие глаголы используются для связи причины и следствия.

Cause	Effect
Result	result from
Cause	be caused by
Allow	result
Prevent	
Enable	

Наступні слова і вислови є маркерами структури наслідок - причина. Следующие слова и выражения являются маркерами структуры следствия- причины (effect—cause): so that, therefore, with the result that, consequently, thus, hence, for this reason.

Маркерами експліцитного (explicit) визначення або пояснення є такі дієслова і вислови:

Маркерами эксплицитного (explicit) определения или объяснения являются следующие глаголы и выражения:

mean, by ... we mean, denote, that is to say, refer, in other words.

a) Use the present tense to write about action within a plot or about an author's ideas within a work: this function is called the “literary” present tense.

b) No matter how long ago a book or other public action was written use the “literary” present tense to convey the idea it expresses, e.g.

c) In “The Republic” Plato maintains that artists are a menace to the ideal state.

d) In discussing a plot, relate other tenses to the “literary” present: once you have established the “literary” present for action in a plot that is

“happening right now”, refer to earlier or later actions in that plot by using the past, future, and related tenses.

5. In scientific writing, which often stresses impersonal, repeatable procedures rather than the individuals who carried them out, passive verbs are common. You can also use them in essay prose whenever you want your emphasis to remain on the person or thing acted upon. But in most contexts, prefer the active voice.

READING COMPREHENSION

1. The functioning style of the passage is

1. newspaper style
2. publicistics
3. scientific prose and style

2. Read the title and the first 6 lines and determine the subject area of the passage.

3. The audience that might benefit from the author's ideas is likely to be

- a) university instructor's
- b) students
- c) those who think studies are unnecessary
- d) ordinary readers

4. What was the author's aim in writing this essay?

5. What do most of Bacon's comments explain?

6. What does the author claim in lines 6—9?

7. What does the author claim in lines 10—11 ?

8. What does the "eating" analogy in lines 12—13 suggest?

9. The word "humor", (line 6) can be best defined as

- A. mirth
- B. benefit
- C. excuse
- D. aspiration
- E. temperament

10. A prominent stylistic characteristic of the sentence "Read not to ... weigh and consider" (lines 11—12) is

- A. metaphor

B. hyperbole

C. parallel construction

D. analogy

E. understatement

11. In context, the word “observation” (line 11) is analogous to

A. “experience”

B. “directions”

C. “studies”

D. “wisdom”

E. “believe”

12. What paradox about studies does the author present?

13. The word “wit” as it is used in line 24, can be interpreted to mean

A. wisdom, intuition

B. mind, intelligence

C. humour, caprice,

D. opinion, sentiment

14. Read the first passage (lines 1 —9) and formulate its key ideas.

15. Read the second passage (lines 9 —16) and retell it briefly (2—5 short sentences).

16. Write out the conclusions made by the author.

17. Make the summary of the text.

18. Write the synopsis of the text. Use the following phrases:

The passage deals with...

It is shown that..., It is pointed out that... are given.

It should be noted that.... The following conclusions are drawn.

EXERCISES

1. Translate the following words of Latin origin.

a) Complement, compliment. Concept, conception. Council, counsel. Deduce, deduct. Elicit, illicit. Precede, proceed. Stationary, stationery.

b) Antecedent, argument, balance, bibliography, circular, declarative, mixture, predominant, relevant, contrast, contrary, factor, phase.

2. The following words of Latin origin are not a singular word, but the plural. Translate and give the singular.

Media, phenomena, criteria, data, alumni, formulae, fungi, curricula, gymnasia, strata, analyses, crises, emphases, theses.

Note: the form of these plural nouns require a plural verb: some bacteria are useful.

3. a) Rewrite the sentences below using the pronoun “you”. Begin each sentence with “if you want to, if you need to, if you hope to”, etc.

Example: To learn a foreign language, it is necessary to practice speaking.

If you want to learn a foreign language, you should practice speaking.

– To learn shorthand, it is necessary to practice.

– To be a good doctor, it is necessary to study for many years.

– To stop smoking, it is necessary to have will power.

– To be a successful surgeon, it is necessary to have skill.

– To become a concert pianist, it is necessary to practice many hours every day.

– To fly a plane, it is necessary to take many lessons.

4. The use of the Infinitive to express purpose has already been shown in Ex. № 3. There is a clause construction with similar meaning introduced by “so that”. Change the subjects and put the action in the past.

Example: I’ll give you his telephone number, so that you won’t have to look it up./ He gave me his telephone number so that I wouldn’t have to look it up.

I’ll give you his telephone number,

so that you can call him when you arrive.

so that you may phone him when it is needed.

so that you can consult with him any time.

so that you may write it down in your note-book.

5. Translate and finish the sentences.

Example: If I were in this person’s position in this case ..., If I were in this person’s position in this case, I would concentrate on this issue because it is both strategic and urgent.

1. I should start by ..., move to ...

2. We should next talk about...
3. We need to spend more (or less) time on ...
4. We should go back to the point...
5. We need more explanations of...
6. We need more clarification here ...
7. We should get back on topic ...
8. We need to resolve this difference of opinion before we can move on...
9. We should hear Ann's opinion because ...

6. Error identification.

- We can't hardly wait to visit Mexico City.
- She didn't say nothing about the new programme.
- Math problems, which is her specialty, cause her no concern.
- The pleasure of motorcyclist includes repairing the bike.
- Either his children or his cat are responsible for the goldfish.
- Alex is taller than me.
- John will read his poems to whomever will listen.
- They have'nt done a thing to deserve such punishment.
- The specialists prepared softwere for new subjects.
- The Kennedy's have been stalked by tragedy.
- She begun her singing lessons last Monday.
- She did find one organization that suit her temperament — the Cult of the Month Club.
- She finally lost her temper because of he paid no attention to her.
- I was used to be afraid to talk to people.
- The president expects to do four speeches in the month before the election.
- Ted asked whether I was good at sailing?
- If they would try harder, they would succeed.
- No sooner had I left when my typewriter was stolen.
- The office in Boston was better equipped than New York.
- The studio was large, square and with a lot of sun.
- A good song stays with someone, making you feel less alone.
- They appointed she and I to a subcommittee.
- That will be a dilemma for you and I.
- He and me were good friends.

7. Topics for free conversation.

1. Your opinion of an ideal teacher.
2. Your impression of student life.
3. Career opportunities in Ukraine.
4. Women's role in contemporary society. Are all careers open to women nowadays?

Use the following expressions:

To begin with...	Top come back to...
I'd like to point out that...	I want to press the point...
On the surface of it...	In short...
I mean to say...	Summaring up

РЕФЕРУВАННЯ І АНОТУВАННЯ

Книги, журнали, статті і т. ін., відносяться до письмових наукових документів. Вони можуть бути первинними і вторинними.

До первинних документів відносяться монографії, збірники, матеріали наукових конференцій, симпозіумів і т. ін., підручники і посібники, статті у періодичних виданнях і т. ін.

Реферат і анотація відносяться до вторинних документальних джерел наукової інформації.

На основі вторинних документів складаються інформативні видання: реферативні журнали, довідкова література, наукові переклади та ін.

Реферат (лат. *refero* — повідомляю) — стислий виклад у письмовому вигляді або у формі публічної доповіді змісту певної наукової праці. Функції реферату такі:

- 1.) реферат повідомляє, яка основна інформація покладена у реферативному документі;
- 2) дає опис первинного документа;
- 3) повідомляє про вихід у світ та ін.
- 4) є джерелом для одержання довідкових даних.

Реферат може бути виконаний і у формі усної доповіді.

Інформація у рефераті викладається точно, коротко, без перекручень і суб'єктивних оцінок.

Реферат, як правило, має такі частини:

- 1) бібліографічний опис первинного документа;
- 2) власне реферативна частина (текст реферата);

3) довідковий апарат.

Текст реферату треба будувати за таким планом:

- а) мета і методика дослідження або розробки;
- б) конкретні дані про предмет дослідження (розробки);
- в) часові і просторові характеристики дослідження;
- г) результати і висновки.

Заголовок реферату не повинен повторюватися у тексті. Як і в анотації, треба уникати зайвих вставних фраз.

Приблизний обсяг реферату має бути у межах 1/8 або 10 —15% обсягу реферованої статті. При необхідності обсяг може бути більше зазначеного.

Анотація (від лат. *appoiāio* — зауваження) — коротка характеристика змісту друкованої роботи або рукопису.

Анотації за змістом і цільовим призначенням можуть бути довідкові, які розкривають тематику документів і які повідомляють будь-які дані про нього, але які не дають йому критичної оцінки, і рекомендовані, які містять оцінку документа з точки зору його придатності для визначення категорії читачів (наприклад, викладачів фізики). За охопленням змісту анатованого документа і читацького призначення розрізняють анотації загальні, які характеризують документ в цілому і розраховані на широке коло читачів, і спеціалізовані, які розкривають документ лише у певних аспектах, які цікавлять вузького спеціаліста. Для нашої мети найбільший інтерес мають рекомендовані і спеціалізовані анотації. Вони можуть бути зовсім стислими, які складаються із декількох слів або невеликих фраз, і розгорнутими, але у цьому випадку, на відміну від реферата, дають у стислій формі лише найосновніші положення і висновки документів.

В анотації вказують лише істотні ознаки змісту документа, тобто ті, які дозволяють виявити його наукове і практичне значення: новизну, відрізнити його від інших, близьких до нього за тематикою і цільовим призначенням.

При складанні анотації не слід переказувати зміст документів (висновки, рекомендації, фактичний матеріал). Слід звести до мінімуму використання складних зворотів, вживання особових і вказівних займенників.

Обсяг анотації не повинен перевищувати 600 друкованих знаків.

Склад анотації:

- а) бібліографічний опис (див. нижче);
- б) дані про автора (науковий ступень, звання, приналежність до наукової школи та ін.). Детальні дані про автора не є обов'язковим елементом анотації;
- в) конкретна форма анотованого документа (якщо вона не зазначена у бібліографічному описі: монографія, підручник, навчальний посібник і т. ін.);
- г) предмет викладу і його основні характеристики: тема, основні поняття, процеси, місце і час, протягом якого ці процеси відбуваються і т. ін.;
- д) відмінні риси документа порівняно із спорідненими за тематикою і цільовим призначенням: те нове у змісті, що несе в собі документ, а також особливості подачі матеріалу (наприклад, система викладу питання, постановка проблеми, вирішення окремого питання, нова методика, узагальнення даних за різними джерелами, нова оцінка фактів; нова концепція або гіпотеза, конкретні рекомендації практичного характеру та ін.);
- е) конкретна читацька адреса: кому адресується книга (стаття), додаткове коло читачів, крім основного.

Інформація про зміст і характер документа є завданням не тільки анотації, але і реферату. Вимоги до складання анотації і реферату пов'язані із різним призначенням цих документів. Анотація служить тільки для повідомлення про існування документа певного змісту і характеру, у рефераті ж викладається зміст документа з фактичними даними і підсумками роботи. В анотуванні основне полягає в умінні лаконічно узагальнити зміст документа, реферування ж припускає володіння майстерністю скорочення тексту первинного документа.

Бібліографічний опис - сукупність даних про друковану роботу (його частини або групи документів, які дають можливість одержати уявлення про його зміст, читацьке призначення, обсяг, довідковий апарат і т. ін.). Основні елементи бібліографічного опису: заголовок (основний, паралельний); дані про авторство (про індивідуального або колективного); вихідні дані: місце видання, тобто місто, в якому знаходиться видавництво або організація, яка видає, вказуються у повній формі, за винятком міст у скороченні, наприклад, N.Y. (New York); назва видавництва або організації, яка видає; рік видання. Інші

елементи (факультативні): кількість сторінок, наявність ілюстрації і деякі інші дані.

Бібліографічний опис статей іноземною мовою із: заголовка українською мовою, прізвища та ініціалів автора (авторів); заголовка і даних про журнал або книгу мовою первинного документа; у дужках українською мовою вказується мова, якою надрукований документ.

Заголовок реферату може бути поданий у двох варіантах:

а) заголовком реферату служить точний переклад українською мовою первинного документа, надрукованого англійською мовою, наприклад: Національна інформаційна система з фізики.

б) заголовком реферату є смисловий переклад заголовка первинного документа, якщо цей заголовок неточно або недостатньо повно відображає основний зміст документа. У цьому заголовку реферату виноситься у квадратні дужки. Наприклад: [Про місце інформації серед соціальних наук і про причини, які перешкоджають її розвитку] Такий заголовок реферату рекомендується скласти після того, як повністю з'ясована суть первинного документа і складений реферат.

Терміни. У рефераті повинна бути використана наукова термінологія, яка прийнята у спеціальній літературі з даної галузі науки і техніки. Не бажано вживати іншомовні терміни, якщо є рівнозначні українські.

Формули. Формули у тексті реферату слід наводити у таких випадках:

а) коли без них неможливе складання тексту реферату;

б) коли формули виражають підсумки роботи, викладеної у первинному документі;

в) коли формули суттєво полегшують розуміння змісту первинного документа.

Одиниці виміру переводяться у “Міжнародну систему одиниць (СІ)” У разі необхідності у тексті реферату дозволяється наводити (у круглих дужках поряд із вимірами в одиницях “СІ”) значення величин у системі одиниць, використаних у первинному документі.

Ілюстрації і таблиці. Ілюстрації (креслення, карти, схеми, діаграми, фотографії) і таблиці можуть бути включені у реферат повністю або частково, якщо вони відображають основний зміст первинного документа і сприяють скороченню тексту реферату.

Прізвища у тексті реферату, як правило, рекомендується наводити англійською мовою. Прізвища добре відомих в Україні зарубіжних

вчених слід писати в українській транскрипції, наприклад, закон Бойля-Моріатта.

Географічні назви даються в українській транскрипції відповідно до останніх видань “Атласу світу” У випадку відсутності в покажчику до “Атласу світу” української транскрипції назв, згаданих у рефераті, вони наводяться мовою оригіналу.

Назву країни слід давати з урахуванням встановлених скорочень, наприклад, ФРН, США та ін.

Назви фірм, установ, організацій подаються у оригінальному написанні. Після назви у круглих дужках вказується держава. Наприклад: Lockheed (США).

Посилання у тексті реферату на інші роботи даються у таких випадках:

а) коли у первинному документі обговорюється зміст іншого документа;

б) коли первинний документ є продовженням раніше опублікованого документа;

Посилання у тексті документа ставляться у круглі дужки.

Насамкінець слід відзначити, що анотація і реферат відносяться до типів бібліографічного опису. Найбільш розповсюдженим типом є анотація. Анотована бібліографія допомагає читачам орієнтуватися у наявній літературі і надає суттєву допомогу в її виборі.

РЕФЕРИРОВАНИЕ И АННОТИРОВАНИЕ

Книги, журналы, статьи и т. д. относятся к письменным научным документам. Они могут быть первичными и вторичными.

К первичным документам относятся монографии, сборники, материалы научных конференций, симпозиумов и т. д., учебники и пособия, статьи в периодических изданиях и т. п.

Реферат и аннотация относятся к вторичным документальным источникам научной информации.

На основе вторичных документов составляются информативные издания: реферативные журналы, справочная литература, научные переводы и др.

Реферат (лат. *refero* - сообщаю) — краткое изложение в письменном виде или в форме публичного доклада содержания определенного научного труда. Функции реферата следующие:

- 1) реферат сообщает, какая основная информация заключена в реферированном документе;
- 2) дает описание первичного документа;
- 3) оповещает о выходе в свет и пр.
- 4) является источником для получения справочных данных.

Реферат может быть выполнен и в форме устного доклада.

Информация в реферате излагается точно, кратко, без искажений и субъективных оценок.

Реферат, как правило, включает следующие части:

- а) библиографическое описание первичного текста;
- б) собственно реферативная часть (текст реферата);
- с) справочный аппарат.

Текст реферата следует строить по следующему плану:

- а) цель и методика исследования или разработки;
- б) конкретные данные о предмете исследования (разработки);
- в) временные и пространственные характеристики исследования;
- г) результаты.

Заглавие реферата не должно повторяться в тексте. Как и в аннотации, следует избегать лишних вводных фраз.

Примерный объем реферата находится в пределах 1/8, или 10 -15% объема реферируемой статьи. При необходимости объем может быть больше указанного.

Аннотация (от *лат.* *annotatio* - замечание) - краткая характеристика содержания произведения печати или рукописи".

Аннотации по содержанию и целевому назначению могут быть справочные, раскрывающие тематику документов и сообщающие какие-либо сведения о нем, но не дающие его критической оценки, и рекомендательные, содержащие оценку документа с точки зрения его пригодности для определенной категории читателей (например, преподавателей физики). По охвату содержания аннотированного документа и читательского назначения различают аннотации общие, характеризующие документ в целом и рассчитанные на широкий круг читателей, и специализированные, раскрывающие документ лишь в определенных аспектах, интересующих узкого специалиста. Для наших целей наибольший интерес представляют рекомендательные и специализированные аннотации. Они могут быть совсем краткими, состоящими из нескольких слов или небольших фраз, и развернутыми, но и в этом случае, в отличие от реферата, дают в

сжатой форме лишь самые основные положения и выводы документов. К справочному аппарату относятся сведения, дополнительно характеризующие первичный документ: число иллюстраций и таблиц, имеющих в документе, количество источников в списке использованной литературы; примечания референта, его собственное мнение относительно обзриваемых вопросов (эта 1 часть реферата не является строго обязательной, но если собственное мнение достаточно четко определилось, оно может быть включено в реферат). Советский энциклопедический словарь. М., 1990.

В аннотации указываются лишь существенные признаки содержания документа, т.е. те, которые позволяют выявить его научное и практическое значение и новизну, отличить его от других, близких к нему по тематике и целевому назначению.

При составлении аннотации не следует пересказывать содержание документов (выводы, рекомендации, фактический материал). Следует свести к минимуму использование сложных оборотов, употребление личных и указательных местоимений.

Объем аннотации не должен превышать 600 печатных знаков.

Состав аннотации:

- а) библиографическое описание (см. ниже);
- б) данные об авторе (ученая степень, звание, принадлежность к научной школе и др.). Подробные данные об авторе не являются обязательным элементом аннотации;
- в) конкретная форма аннотируемого документа (если она не указана в библиографическом описании): монография, учебник, учебное пособие и т.д.;
- г) предмет изложения и его основные характеристики: тема, основные понятия, процессы, место и время, в течение которого эти процессы происходят, и т.д.;
- д) отличительные черты документа по сравнению с родственными по тематике и целевому назначению: то новое в содержании, что несет в себе документ, а также особенности подачи материала (например, система изложения вопроса, постановка проблемы, решение частного вопроса, новая методика, обобщение данных по различным источникам, новая оценка фактов, новая концепция или гипотеза, конкретные рекомендации практического характера и др.);

е) конкретный читательский адрес: кому адресуется книга (статья), дополнительный круг читателей, кроме основного.

Информация о содержании и характере документа является задачей не только аннотации, но и реферата. Требования к составлению аннотации и реферата связаны с различным назначением этих документов. Аннотация служит только для осведомления о существовании документа определенного содержания и характера, в реферате же излагается содержание документа с характеристикой методов исследования, с фактическими данными и итогами работы. В аннотировании основное заключается в умении лаконично обобщить содержание документа, реферирование же предполагает владение мастерством сокращения текста первичного документа.

Библиографическое описание-совокупность сведений о произведении печати (его части или группе документов), дающих возможность получить представление о его содержании, читательском назначении, объеме, справочном аппарате и тд. Основные элементы библиографического описания: заглавие (основное, параллельное); сведения об авторстве (об индивидуальном авторе или коллективных); выходные данные: место издания, т.е. город, в котором находится издательство или издающая организация, указываются в полной форме, за исключением городов в сокращении, например, N.Y. (New York); наименование издательства или издающей организации; год издания. Другие элементы (факультативные): количество страниц, наличие иллюстраций и некоторые другие данные.

Библиографическое описание статей на иностранном языке состоит из: заглавия на русском языке; фамилии и инициалов автора (авторов); заглавия и сведений о журнале или книге на языке первичного документа; в скобках на русском языке указывается язык, на котором опубликован документ.

Заглавие реферата может быть представлено в двух вариантах:

а) заглавием реферата служит точный перевод на русский язык заголовка первичного документа, опубликованного на английском языке, например:

Национальная информационная система по физике. Koch H.W. A national information system for physics. "Phys. Today", 1968, No. 4 (англ.).

б) заглавием реферата является смысловой перевод заголовка первичного документа, если этот заголовок неточно или недостаточно полно отражает основное содержание документа. В этом случае заглавие реферата выносится в квадратные скобки. Например: [О месте информации среди социальных наук и о причинах, препятствующих ее развитию] Batten W.E. We know the enemy-do we know our friends? "Libr. J.", 1968, No. 5 (англ.).

Такое заглавие реферата рекомендуется составлять после того, как полностью уяснена сущность первичного документа и составлен реферат.

Термины. В реферате должна быть использована научная терминология, принятая в советской литературе по данной отрасли науки и техники. Не следует употреблять иностранные термины, если имеются равнозначные русские.

Формулы. Формулы в тексте реферата следует приводить в следующих случаях:

- а) когда без них невозможно составление текста реферата;
- б) когда формулы выражают итоги работы, изложенной в первичном документе;
- в) когда формулы существенно облегчают **понимание** содержания первичного документа.

Единицы измерения переводятся в «Международную систему единиц (СИ)». При необходимости в тексте реферата разрешается приводить (в круглых скобках рядом с измерениями в единицах «СИ») значения величин в системе единиц, использованной в первичном документе.

Иллюстрации и таблицы. Иллюстрации (чертежи, карты, Д схемы, диаграммы, фотографии) и таблицы могут быть включены в реферат полностью или частично, если они отражают основное содержание первичного документа и способствуют сокращению текста реферата.

Фамилии в тексте реферата, как правило, рекомендуется приводить на английском языке. Фамилии хорошо известных в СССР иностранных ученых следует писать в русской транскрипции, например, закон Бойля - Мариотта.

Географические названия даются в русской транскрипции в соответствии с последним изданием «Атласа мира». В случае отсутствия в указателе к «Атласу мира» русской транскрипции названий, упомянутых в реферате, они приводятся на языке оригинала.

Название страны следует давать с учетом установленных сокращений, например: СССР, США и т.д.

Названия фирм, учреждений, организаций даются в оригинальном написании. После названия в круглых скобках указывается страна. Например: БоскЪеес! (США).

ССЫЛКИ в тексте реферата на другие работы даются в следующих случаях:

а) когда в первичном документе обсуждается **содержание** другого документа;

б) когда первичный документ является продолжением ранее опубликованного документа.

Ссылки в тексте документа ставятся в круглые скобки. В заключение следует отметить, что аннотация, реферат и рецензия относятся к типам библиографического описания. Наиболее распространенным типом является аннотация. Аннотированная библиография помогает читателям ориентироваться в имеющейся литературе и оказывает существенную помощь в ее выборе.

UNIT 11

WRITING SOCIAL NOTES, BUSINESS LETTERS AND FORMS

Text

Social notes are written to extend or accept an invitation or to thank somebody for a gift or favour; e.g. after your visit to your friends or relatives, you should write a note to your hosts to thank them for their kindness. This note, called a “bread-and-butter note” should be written promptly. Tell your hosts how much you appreciated all they did to make your visit pleasant. After receiving a gift or favour from someone you cannot thank in person, you should write a thank-you note. Always write promptly. A delay suggests that you don’t appreciate the gift. Follow generally accepted rules for the form of a “friendly” letter.

The heading tells when and where the letter was written. It consists of three lines, placed at the upper right corner of the page. The writer’s address is written on the first two lines, and the date of the letter is written on the third. A comma is used between city and state and between the day of the month and the year.

The salutation begins at the left-hand margin and is followed by a comma.

The body of a letter is the message, what you have to say. The first lines of the paragraphs should be indented.

The closing for a friendly letter may be *Your friend*, *Sincerely*, *Sincerely yours*, or any other similar phrase, except *Yours truly*, which is used in business letters.

The signature is usually your first name. Center it under the closing and write it by hand, even if you have typed the entire letter.

When you plan your business letters, always consider your purpose, i.e. why you are writing the letter. Keep in mind your audience: What do they already know? What do they need to know? Consider your tone, gather your ideas and be brief.

The form of a business letter is somewhat different from that of a personal letter. A business letter always includes an inside address, as in the following example:

Public Relations Director 567 Hardwood Str.
State Oil Company San Diego,
317 Bush Street California 92120
Dallas, Texas 75243 December 10, 2000

Dear Mr. White, _____

Very truly yours,
John Donalds

If you are writing to a person whose name you do not know, say *Dear Sir, or Dear Madam*.

If you are writing to a group or a company, you may use an impersonal salutation: Customer Service, Personnel, Mail Order Department, etc.

The correct closing for a business letter *Yours truly or Very truly yours*.

Forms are an important source of information, used when you order magazines, join clubs, or apply for jobs or to Universities. For any form, supply all the information requested and answer accurately. If you do not have the information requested, do not make up anything; do some research to locate the correct details. Complete forms accurately and thoroughly.

COMMENTARY

I. Problem vocabulary.

1. Use (v), utilize, utilization. Prefer **use** in ordinary context. **To utilize** makes sense when coupled with an abstraction: to utilize resources.

2. Personal, personnel. The first means **individual**, the second — **employees**.

..3. Good, well, “you look good today” means that you are attractive. “You look well tonight” means that you do not look sick.

4. Especially, specially, special. **Especially** means outstandingly. An especially clever man. **Specially** means for a particular purpose. Specifically:

This device was specially bought for the laboratory.

5. Majority. Do not use unless you mean to contrast it with **minority**.

II. Words often confused.

1. capital — a city, the seat of a government
capitol — building, statehouse.
2. formally — following strict rules
formerly — previously, in the past
3. weather — condition of atmosphere
whether — a conjunction “if”

III. Learning new words.

1. Occasionally we see or hear a word used alone, but most of the time we encounter words used in combination with other words. **Learn new words from context.** The context of a word means the words that surround it in the sentence.

Many common English words have several meanings. The context often provides clues to their meanings.

If you cannot guess the meaning of a word from context, you should go to your dictionary. Dictionaries often supply sample contexts to help you distinguish between the various meanings of a word.

2. Use the words from specialized vocabularies in your everyday speaking and writing. Enrich your vocabulary, learn “bookish” words and use them in the proper context. The English language is rich in adjectives. Don’t use a vague or overworked adjective, replace it by a more precise word, use your dictionary, if necessary.

Your ability to express yourself is directly dependent on your verb vocabulary. Verbs give action and colour to your sentences. Use interesting verbs to express action.

The exactness and vividness of your writing and speaking depend a great deal on your using adverbs well; they are a very important part of your vocabulary.

3. Consider the following sentences.

Literal. I ate until I wasn’t hungry any more.

Figurative: I ate until I was as stuffed as a Christmas turkey.

The second, figurative, statement is also called *metaphorical*.

Two closely related figures of speech allow you to draw imaginative likeness, — a simile, by including the word “like” or “as”, it is explicitly acknowledged comparison. A *metaphor* omits “like” or “as”. Use expressive means (figurative language) to make your speech vivid.

4. To link the ideas between sentences, you can use transitional expressions. Different transitional expressions show different kinds of relationships:

To show chronological order (after, afterward, later, next, etc.)

To show spacial order (above, across, below, inside, outside, to the right, etc.) To link similar ideas (again, besides, in addition, similarly, too, etc.)

To link ideas that are dissimilar or seem contradictory (although, however, in spite of, instead, on the contrary, on the other hand, etc.)

To indicate cause, purpose, or result (as a result, because, consequently, since, then, therefore, etc.)

EXERCISE

1. The following words are likely to appear in mathematics books, social studies or science. Write each word on your paper and follow it by a short definition.

Acute, bisect, exponent, obtuse, depression, referendum, recall, totalitarian, friction, satellite, condensation, antibody.

2. Select antonyms.

Antonyms for words in the first column may be found in the second column.

You will not need all the words in the second column.

- | | |
|-----------------|---------------|
| 1. brevity | a. dawn |
| 2. functional | b. satisfy |
| 3. random | c. praise |
| 4. twilight | d. tiny |
| 5. impertinent | e. wordiness |
| 6. frustrate | f. eventual |
| 7. colossal | g. spiteful |
| 8. contemptible | h. courteous |
| 9. neutral | i. biased |
| 10. upbraid | j. admirable |
| | k. orderly |
| | l. ornamental |

Select synonyms.

- | | |
|-----------|--------------|
| 1. amount | a. to demand |
| 2. land | b. quantity |

- | | |
|---------------|--------------|
| 3. to require | c. labour |
| 4. work | d. ground |
| 5. income | e. estimate |
| 6. evaluate | f. earnings |
| 7. goal | g. colleague |
| 8. peer | h. objective |
| 9. small | i. sunset |
| 10. twilight | j. tiny |

3. Combine short sentences into a complex sentence, using conjunctions that, which, who, when, if, as soon as, though, etc.

Example. Jane won the championship. She is a great athlete. Jane, who is a great athlete, won the championship.

1. They helped with the campaign of Senator Blake. He was the best candidate for the office.
2. She gave us some advice. It hindered more than it helped.
3. Jane forgot the time of the party. We were late.
4. Rosa saw the squirrel under the tree. She photographed it.
5. Mark is industrious. He receives high grades.
6. The conductor stopped the orchestra. The violins were not in tune.
7. Her ankle pained her sharply. She kept on playing.

4. Use vivid adverbs to modify verbs. Answer the questions using adverbs from the list: immensely, abruptly, excessively, urgently, scrupulously, superficially, rigidly, cautiously.

How does a person cross a busy street during rush hours?

1. How does a doctor leave a dinner party upon receiving an emergency call?
2. How did the tired student check her homework?
3. How would a person stand if imitating a statue?
4. How did the good bookkeeper keep the company's records?
5. How did the newly engaged girl display her engagement ring?

5. Use the transitional expressions to achieve variety.

O. Henry had an unusual life. He grew up in North California. He became a pharmacist's apprentice. He moved to Texas and became a rancher, a bank teller, and a newspaper writer. He was accused of

embezzlement. He fled to Honduras. He returned to Texas. His wife was dying. He went to prison. He wrote short stories there. He wrote more than two hundred short stories. They became very popular.

6. Write a friendly letter.

a) Write a letter to a friend your own age about the experience you have had in the last few days.

b) Write a letter to a relative or an adult about the same experience you used in the previous task. Keep in mind the receiver.

7. a) Write six sentences, using one of the following words in each sentence: its,

it's, whose, who's, your, you're.

b) Write a paragraph explaining how something you said or did brought about an unexpected event. As you revise your paragraph, make sure that you used the transitional markers correctly and the connection between the ideas is clear.

8. Translate, paying attention to the underlined expressions.

The President said, off the record, that he was deeply disappointed. To be honest, I thought the play was great. It wasn't very good, to my mind. As I was saving, use a comma after the salutation of a friendly letter and after the closing of any letter. I am not saying, mind you, that I agree with their methods. Nevertheless, his honesty pleased his colleagues. The situation is, if you ask me, very unfortunate. To tell the truth, I don't enjoy reading science fiction.

9. Write a business letter. Your class wants to visit a famous museum in your area. Write for information about visiting hours and fees. Ask whether a reduced rate is possible for your group. Inform the management of your purpose for making the visit.

10. Write your own sentences according to the following instructions:

1. A compound sentence with 3 independent clauses joined by but and or.

2. A complex sentence with an adverb clause.

- a) at the beginning of the sentence
 - b) at the ends of the sentence
3. A compound-complex sentence.

11. Translate, paying attention to the underlined words.

Business has constructed a language of its own. The businessman says that ball-point pens are in short supply, that he has updated the next shipment of these pens, and that he will finalize his recommendations at the next meeting of the board. He is speaking a language that is familiar to him and dear to him. The only question is whether his vocabulary is helpful to ordinary people. Update isn't a bad word in the right situation. In the wrong setting, however, it is destructive. The general rule here is to prefer the standard. Finalize, for example, is not standard, it is special. The special vocabularies of the law, of the military, of the government are familiar to the native speakers. Most new vocabularies mean and the only recommendation is: "Prefer the standard to the offbeat."

12. Error identification.

1. You look like you knew the answer.
2. She waited outside of the school.
3. His score on this test will effect his final grade.
4. They bought themselves new pens.
5. My father use to play the piano.
6. The side affects of the medicine are well known.
7. John was even more later than I was.
8. I retyped the first draft on clean paper which I had corrected.
9. They haven't said nothing to us about it.
10. Ann and Frank work good as a team.
11. Mary is the youngest of the two girls.
12. The teacher said he was pleased with Lee and I.
13. Have you began your homework yet?
14. When the baby-sitter rose her voice the children knew it was time to behave.
15. He lay his lunch money on his desk.

UNIT 12

WRITING AN ARTICLE

TEXT

You know that any composition has a beginning, a middle and an end. In the same way, an article has three main parts: an introduction, a body and conclusion. Each of these parts has its own purpose in presenting your topic to the audience. Writing and thinking are interwoven in the writing process, which includes six stages: prewriting, writing the first draft, evaluating, revising, proofreading, making the final copy. Notice that the prewriting stage includes several steps: deciding on a purpose for writing; choosing a subject for writing; limiting the subject to a suitable topic; gathering information on the topic; organizing the information. Before you write you should decide whether your main purpose is to tell what happened (narrative writing); to describe (descriptive writing); to explain or inform (expository writing); to persuade (persuasive writing). The second stage of the writing process is writing a first draft or first version of your paper. Write a first draft based on your organized notes. To judge your writing, consider three aspects: content, organization and style. When you evaluate, try these techniques:

- Set your draft aside for a while so you can come back to it with the fresh eye of a reader.
- Read the draft several times, considering just one aspect each time.
- Read your draft aloud, to hear any awkward language.
- Ask someone to read the draft and comment on its strengths and weaknesses. Then you should revise your draft to impose its content, organization and style. The term proofreading comes from publishing. It is another important stage

of writing process. The text must be checked carefully to correct all mistakes whether in spelling grammar, usage, or mechanics.

Preparing a final copy, write it in standard manuscript form. Certain rules for the form of a final version are widely used and accepted, e.g.: Paper should be plain white of a certain format; margins should be left at the top, the sides and the bottom. You should indent the first line of each paragraph; if your paper has a title, write it in the center of the first line, do not enclose it in quotation marks, skip two lines between the title and the first line of your composition. When you have finished preparing the final revision, proofread it again to correct any copying errors.

COMMENTARY

1. In written papers spell out number of one or two words, write longer numbers in numerals, for example, seventy-two, 311.
2. In scientific articles, you often use abbreviations. A few abbreviations for well-known organizations are acceptable and may be used without periods. Examples are UN, YWCA, PTA. If you are in doubt whether your readers from other countries will understand you, spell them out.
3. A paragraph is a series of sentences that presents and develops one main idea about topic. The topic sentence states the main idea of a paragraph. Supporting sentences in a paragraph give specific information that supports the main idea in the topic sentence.

A paragraph may end with clincher, or concluding sentence. Such a sentence may emphasize the main idea by restating the idea in different words. It may also summarize the details given or suggest a course of action.

4. To connect the ideas between sentences, you can use direct references and transitional expressions. Direct references are words, and phrases that remind the reader of something mentioned earlier in the paragraph. They may be pronouns, key words and phrases or rewordings. Words and phrases that show how ideas are related to one another are called transitional expressions. Different transitional expressions show, as it has been mentioned in the previous units, different kinds of relationship: to show chronological or spatial order, to link similar ideas, to indicate cause, purpose, or result, and so on.

5. Expository paragraphs, the purpose of which is to give information or to explain, can be developed with facts and statistics, with examples, by definitions, with details of a process, or by combination of these methods.

The purpose of a persuasive paragraph is to convince the reader to agree with an opinion. The paragraph presents an argument, which is a well-thought-out explanation for the opinion. It uses language that creates a serious, unemotional tone. In a persuasive paragraph, the topic sentence states the writer's opinion. The supporting sentences present reasons, statements that explain the opinion. Each reason is supported with evidence – details such as facts, statistics, or examples.

6. Use definite, specific, concrete language. Prefer the specific to the general, the definite to the vague, the concrete to the abstract. Omit

needless words. Many expressions in common use violate this principle, e.g.,

Bad	Good
Used for fuel purposes	used for fuel
He is the man who	he
This is a subject that	this subject
The reason why is that	because

The expression “the fact that “ should be revised out of every sentence in which it occurs.

Owing to the fact that — since (because)

The fact that he failed — his failure

Call your attention to the fact— remind you

7. The following methods can help to understand or explain the meaning of the unknown words (sense relations):

– Hyponymy (from general to specific or vice versa) page — book

– Synonymy (similar word meaning) quick — fast

– Antonymy (opposite word meaning) sad — happy

8. Syllabication. When a word must be divided at the end of a line, consult a dictionary to learn the syllabus between which divisions should be made. Syllabication in English is not like in Ukrainian or Russian, e.g. implement, scient-ist, re-ward.

9. Mind that to link the ideas between sentences, you can use direct references and transitional expressions.

Direct references are words and phrases that remind the reader of something mentioned earlier in the paragraph. They may be pronouns, key words and phrases, or rewordings.

Words and phrases that show how ideas are related to one another are called transitional expressions.

Different transitional expressions show different kinds of relationships.

Transitional expressions to show chronological order:

after	finally	next
afterward	first (second, etc.)	now
before	later	presently
eventually	meanwhile	soon

To show spatial order:

above	below	in the distance
across	beyond	near
ahead	here	next to
around	in front of	outside
behind	inside	to the right (left)

To link similar ideas:

again	for example	likewise
also	for instance	moreover
and	furthermore	of course
another	in addition	similarly
besides	in a like manner	too

To link similar ideas:

again	for example	likewise
also	for instance	moreover
and	furthermore	of course
another	in addition	similarly
besides	in a like manner	too

The following transitional expressions are used to link ideas that are dissimilar or seem contradictory:

although	in spite of	otherwise
as it	instead	provided that
but	nevertheless	still
even it	on the contrary	yet
however	on the other hand	

To indicate cause, purpose, or result:

as	for	so
as a result	for this reason	then
because	hence	therefore
consequently	since	thus

Problem Vocabulary

1. The colloquial *have got* for *have* should not be used in writing: He has not got any experience. — He has no experience.
2. Secondly, thirdly, etc. Unless you are prepared to begin with “firstly” and defend it (which will be difficult), do not use numbers with -ly. Modern usage prefers *second*, *third*, and so on.
3. *The truth is...* *The fact is...* A bad beginning for a sentence. If you feel you are possessed of the truth, or of the fact, simply state it.
4. *Fact* — use this word only of matter capable of direct verification
Factor — hackneyed word, should be replaced by smt. more direct.
His superior training was the greatest factor in his winning the match. — Bad. He won the match by being better trained. —, Good.

EXERCICES

I. State which nouns are singular and which are plural.

Thesis, strata, criteria, news, measles, mathematics, billiards, phenomena, media, police, people, cattle.

II. Translate these words of Latin origin and mind the difference in English and Ukrainian or Russian.

Composition, article, introduction, conclusion, audience, revision, final, a subject, limit, organize, to base, original, to correct, mechanics, manuscript, version, paragraph.

III. Identify subjects, verbs, their objects, attributes and adverbial modifiers.

- Some varieties of apples taste tart.
- Exotic orchids can be surprisingly easy to grow.
- The origin of the Gypsies remains mysterious and strange.
- One of the bravest explorers of the sixteenth century was Sir Francis Drake.
- Cheese is a valuable source of protein.
- The saxophone is a popular instrument in Northern America.

VII. Write two sentences, using each of the following words as the parts of speech given in parenthesis.

- a. like(verb and adverb)
- b. run (noun and verb)
- c. well(adv. and interj.)
- d. more (adj. and adv.)
- e. last (v. and adj.)
- f. past (n. and adj.)
- g. past (prep. and adj.)
- h. boy (n. and. interj.)
- i. science (prep. and adv.)
- j. over(prep. and adv.)

V. Combine sentences by inserting adjectives, adverbs, prepositional or participial phrases.

Example: the solar energy panels were installed. It was yesterday. Now they are on the garage roofs. — The solar energy panels were installed on the garage roof yesterday.

1. Conservation laws protect wildlife. The laws are strong. They protect wildlife inside state parks.
2. The class worked quickly. They divided up the job.
3. I was puzzled by the rules of the game. I decided not to play.
4. They wrote a letter. It was written on Saturday. It was a letter to the mayor.
5. The teacher answered our question. He was speaking in low tones.

VI. Combine these sentences into a single compound sentence, using and, but, or nor, both...and, because, though, although.

1. Other nations use the metric system. The United States has decided to use the same system.
2. Metric system is actually very easy to use. A decimeter is one tenth of a meter.
3. Metric weights are based on the kilogram. Metric lengths use the meter as the basic unit.
4. Many citizens of the USA still use the old system of measurement. Many professionals and companies switched to the metric system.
5. Counting by tens is second nature to most people. The metric system still seems complicated to many.
6. Metrification is a difficult process. Careful planning will help.

VII. Rewrite a passage, combining ideas into compound or complex sentences.

The dam is not a modern invention. It was used in ancient times. It was used very early in Egypt. It was used to dam the Nile River. The first dam recorded in history was built about 2600 B.C. It was a large stone dam. It was located about eighteen miles south of Memphis. This dam was an engineering failure. Other Egyptian kings built other dams to store water. Their dams created Lake Moeris. Two of the largest dams in the world today are in the United States. One is the Hoover Dam, and it is near Las Vegas, Nevada. The other is the Grand Coulee Dam, and it is in the State of Washington. Each dam is an important source of electric power. Both

serve American cities. They produce over 10,000 megawatts of power each year.

The following paragraph uses spatial order in the description. Notice how the writer moves the reader's attention and write out the transitional markers.

Scientists have discovered that the earth is composed of a number of layers. The outside layer, called the crust, is hard rock, which varies in thickness. In many places it is twenty or thirty miles thick, but beneath some parts of the sea it has a thickness of only three miles. Inside the crust, there is a layer about eighteen hundred miles deep called the mantle, which is composed of following rock. Beneath the mantle is the outer core, a layer about thirteen hundred miles thick and thought to be liquid iron. Finally, there is the inner core, which is a ball of hot solid metal.

VIII. For each of the following topics, tell what kind of order you would use: chronological, spatial, order of importance, comparison or contrast.

1. A typical Monday morning at your University.
2. What the University stadium looks like after a football match.
3. Why people should have hobbies.
4. Why everybody should wear a seat belt.
5. How mopeds are different from motorcycles.

IX. Write the sentences a — g in order that will make the main idea in the topic sentence clear.

Topic sentence: Here are some ways to keep houseplants healthy.

- a. Don't overwater.
- b. Too much water causes root rot and kills houseplants.
- c. Fertilize once a month from early spring through early fall.
- d. You can test to see whether the soil is dry by pushing your finger into the top layer of soil.
- e. Use the correct soil mixture so that plants have air and water around the roots.
- f. Water thoroughly, but let the surface soil dry out between waterings.
- g. You can add one-third sand or perlite to a soil mixture.

UNIT 13

WRITING THE ESSAY

TEXT

The standard structure for essay writing is introduction, body, and conclusion. The body should be made up of several paragraphs, but the introduction and conclusion require only one paragraph each.

Begin your introduction with an analytical thesis statements, a sentence which explains your idea and determines the topic of your essay. The introductory paragraph should be brief, as only a few sentences are necessary to state your thesis. The body paragraphs are of great importance, each should be started by a topic sentence. Supply a lot of relevant evidence to support your ideas. Explain, how the evidence presented leads to your thesis. Avoid evident comments and remember to stay on the topic. Your conclusion shouldn't be long or elaborate; on the other hand, - you shouldn't provide obvious summary.

You'll improve your writing if you remember the following suggestions.

1. You should try for some variety in sentence, ask yourself how long your sentences are.

2. What words do you use to begin your sentences? Again, variety is desirable. Try to avoid 'there is ' or 'there are', or any other dull writing.

3. Linking verbs (to be, to seem, to appear and such like) have no action, they are usually overused and you should avoid them.

4. The way your compound sentences are joined should not be ignored. The usual method is to use a coordinating conjunction (and, but, yet). Try using the semicolon (;), and the dash (-) to add emphasis and variety.

5. Eliminate prepositional phrases, especially the possessive prepositional phrase. Change 'the poems by Byron' to 'Byron's poems'.

6. Develop your skills at using parallel constructions and your writing will be more refined.

7. If you practice occasional use of some figures of speech (epithets, metaphors, alliteration, simile) your writing will be more vivid.

8. Mind your vocabulary! Of course, the use of sophisticated language is good, but do not use words you are not familiar with. On the whole - variety in word choice is essential, don't overload your essay with long multisyllable words.

COMMENTARY

1. Essay - a piece of writing, usually short on any one subject.
2. Thesis (pi. theses) - a statement or theory, supported by arguments; a long written essay submitted by a candidate for a higher university degree.
3. Paragraph - a distinct section of a piece of writing, usually consisting of several sentences, dealing with a single theme. The first sentence of a paragraph starts on a new line.
4. Elaborate adj. - very detailed and complicated, carefully prepared and finished. Don't confuse with elaboration - noun - e.g. the elaboration of a theory. Deliberate is an adjective, used about things you do or say deliberately, because you want to do it, and you hope it will have a particular result or effect.
5. The following list shows some common roots of Latin origin that are not words themselves but, if seen, can help to understand words, very often used to scientific writing:

-cred	-belief	credible
-cur	-run	current
-geo	-earth	geology
-homo	-same	homogeneous
-hyper	-excess of	hyperactive
-ject	-throw	eject
-logy	-study of	anthropology
-phil	-love of	philosophy
-phobic	-fear of	claustrophobia
-tact	-touch	contact

6. To study successfully you should always use the library. Using **library reference tools**, you ought to understand the meaning of the following.

– The card catalogue - alphabetically arranged fill cards with information about each book in the library. Information is located on ***author cards, title cards and subject cards***.

Another reference tool, ***the Reader's Guide to Periodical Literature***, indexes the articles, published in over a hundred magazines.

Biographical reference books present short biographies of famous people. ***Encyclopedias*** contain articles on a wide range of subjects.

Almanacs contain lists of varied statistics and are a good source of recent information.

7. Narration, description, exposition and persuasive writing are ***rhetorical modes***. ***Rhetoric*** (from the Greek for “orator”) describes the principles governing the art of writing.

8. Point of view - the perspective from which a story is told. There are two general divisions of point of view: *the first person narrator* tells us the story with the first person pronoun “I” and is a character in the story. This narrator can be the protagonist (the hero/heroine), a participant (a character in a secondary role) or an observer (a character who merely watches the action). *The third person narrator* relates the events with the third person pronouns “he”, “she”, “it”.

EXERCISES

1. a) Trace the origin of the following words:

telephone, videos, continuous, atmosphere, hemisphere, observation, experiment, prophet, obsolete, bigamy, bilingual, absolute.

b) Test your vocabulary:

labyrinth	vista	delta
1. junction	1. exhibition	1. stream
2. tomb	2. mirage	2. fertile farmland
3. maze	3. view	3. type of reservoir
4. journey	4. summit	4. patch of land at the mouth of the river

venue	via	consolidate
1. recollection	1. over	1. to complete
2. meeting place	2. towards	2. to distribute
3. passage	3. by way of	3. to combine
4. way	4. between	4. to offer

convertible	legal
1. interesting	1. written
2. exchangeable	2. lawful
3. collectible	3. payable
4. legal	

2. Form the words, watching the prefixes and the roots.

1. im-	1.regular
2. over-	2.rich
3. il-	3.material
4.dis-	4.rated
5.mis-	5.array
6. in-	6.active
7. en-	7.trust
8. over-	8.establish
9. ir-	9.legal
10.re-	10.order

3. Add one of the suffixes from the following list to each of the words below to form new words. Watch for spelling changes, provide the meanings.

-tion, -ism, -ity, -ment, -ward, -ent, -like, -ful.

Child, correspond, cynic, allocate, west, hope, fulfil, congratulate, develop, proper, move.

4. Match synonyms.

1. brink, 2. dislodge, 3. abbreviate, 4. acquit, 5. invalid, 6. evidence, 7. opportunity,
8. prominent, 9. synopsis, 10. authentic, 11. elude, 12. morale, 13. deliberately.

1 .introduce, 2. false, 3. affirmation, 4. chance, 5. edge, 6. distinguished, 7. remove,
7.shorten, 9. spirit, 10. summary, 11. genuine, 12. escape, 13. intentionally.

5. Match antonyms.

1. indifferent, 2. friendly, 3. reticent, 4. hazards, 5. beneficial, 6. array,
7.misunderstand, 8. mobile, 9. rustic, 10. remote.

1comprehend, 2. enthusiastic, 3. motionless, 4. useless, 5. hostile, 6. outspoken,
7. precautions, 8. close, 9. disarrangement, 10. urban.

6. Study the following sentences, noting the meanings of the underlined words.

The auditory nerves *convey* impressions of sound. *To convey* his way of life he wrote several articles. The president asked the minister *to convey* his best wishes to the miners. This statement has been officially *contradicted*. The two versions *contradict* each other. You should be aware of the *extent* of your knowledge. A large *extension* is planned to build to the old University building. *Humane* treatment of prisoners of war is an elementary principle recognized by all civilized societies. When Darwin published his "Origin of Species" he was attacked by *philistine* moralists. An *incompetent* person can do a lot of harm in any business. His/her *incompetence* can be dangerous and *in fact*, it often happens so. He felt run down after *the violent mental exertion*. A few tests soon *revealed the inferiority of this device* to the one first *submitted* to the committee. In his paper the scientist gave a *profound* analysis of some interesting *phenomena*.

7. a) Note the difference between *to claim* and *to demand*. Translate the sentences.

He claims that he is an expert on literature. I don't claim I'm an authority on Latin. John is not the person he claims to be. Your family has a claim on your time and attention. The demand and supply are fundamental issues of economics. The employees of this company are demanding better pay. He demands to be told everything. He demanded to know my business. Does the letter demand an immediate answer?

b) Translate the following combinations and learn them.

Premature attempt, judgement, decision, action, triumph, birth, death.

Anticipate joy, happiness, one's needs, wishes, results.

Preliminary examination, arrangement, measures, talks, steps, remarks negotiations.

Distort the truth, motives, facts, ideas, an account, words.

Resist the attack, disease, heat, temptation.

Exert (one's) mind, intelligence, imagination, skill, influence, pressure, energy.

Misrepresent	facts, words, ideas, views.
Reinforce	information, (one's) opinion, argument, conviction.

8. Classify the sentences by writing *S* for simple, *Cx* for complex, or *Cnd-Cx* for compound-complex.

1. The rabbit looked dead, but we knew that it was just playing dead.
2. Phil wanted to take a picture, but he didn't know how to use the camera.
3. No one knows the registration date for advanced English lessons.
4. Bill Nelson was the congressman who rode in the space shuttle.
5. The thrill of winning the state tournament was felt throughout the school.
6. The ore from which the metal is obtained is dull orange in colour.
7. My brother was a pilot, and his friend was a navigator.
8. Who was a man who invented a steamboat?
9. We met Ms.Fang, and she greeted us warmly.

9. Imagine that you will write a two-page composition about each of the topics, listed below. For each one, tell what your major purpose for writing would be: to describe, explain, persuade, or narrate.

1. Taking risks: good or bad?
2. What your University look like.
3. Significant events in the life of your country.
4. Children's safety in the society.

10. Suppose you were planning a letter to persuade someone to give you a part-time job as a computer operator. Write six reasons you might use to support your opinion.

11. Think of an issue that is suitable for a persuasive paragraph and decide what your opinion is about it. State your opinion in a topic sentence. Then use three suitable reasons in the most effective order that will best convince your audience.

12. Write a paragraph that explains how to do smt, for example: How to find a particular word in the dictionary.

13. Write a paragraph describing a place of your own choosing, for example: University classrooms during the Summer Examination Session, or A room in a Museum.

14. Write a book report about a book you have read recently. In should include a summary of the book, an opinion about the book, and support for the opinion - details from the book that explain the opinion.

15. Read the text paying careful attention to the words and word combinations underlined. Get ready to discuss the problem.

The art of talking.

A good conversationalist is a man who has something interesting to say, and at the same time he tries to make his audience feel comfortable. He is also a good listener and shows that he is interested in what others have to say. He enjoys talking but realizes that everyone will get more pleasure from the conversation if all get a chance to take part. He speaks clearly, he is never monotonous, and by the way, he looks his listener in the eye, and not into space.

Unfortunately, we often suffer from bad conversationalists. We can even talk of several types. To begin with, there is the so-called “monopolizer”. This type of person wants to do all the talking. The ‘show-off’ type is not very different from the “monopolizer”. He/she is a person who want to attract attention to himself/ herself by all means. And the ‘repeater’ is a well-familiar type. There is also the type called the ‘detail man’, and no doubt everybody has met an “interrupter” in his/her lifetime. Of course, there is the ‘silent’ one. It may be that this speaker has nothing to say, or he/she is the one who remember that silence is golden, speech is silvery. It is common knowledge, that communication is good: to achieve progress, we must discuss things. But the talker must remember that conversation must serve the purpose.

UNIT 14

Dictionaries, encyclopedias, thesauruses

Text

Generally speaking, dictionaries are books that list and explain the words of a language, or give translations of them into one or more other languages, and are usually arranged in alphabetic order, e.g. Concise Oxford Russian Dictionary. There can be specific dictionaries: English Pronouncing Dictionary, Longman Dictionary of Common Errors, A dictionary of English Surnames, etc.

The encyclopedia is a book or set of books giving information about every branch of knowledge or about one particular subject, with articles in alphabetic order, e.g. Oxford Advanced Learner's Encyclopedic Dictionary. It is worth while mentioning that the first important encyclopedias in Europe date from the Renaissance, but it was during the 18th century that the first modern scientifically produced works appeared. Chamber's «Cyclopedia» was published in Edinburgh in 1728 and the first volumes of Diderot's «Encyclopedia» were published in France in 1751. «The Encyclopedia Britannica», the most famous in English, was begun by a «society of Gentlemen» in Scotland in 1768 and still survives, although it is now a largely American publication.

The thesaurus is a book containing lists of words and phrases grouped together according to their meanings, e.g. «A Thesaurus of Transport», or a dictionary containing words of a certain type, for example, «A Thesaurus of Slang». A good dictionary tells you what meanings a word has, how it is usually spelled and pronounced, what its history is, and often, the kind of situations in which it is appropriate or inappropriate.

Some special problems should be kept in mind, e.g. abbreviations and entries of more than one word. Guide words are printed in boldfaced type at the top of each dictionary page. Words that fall between guide words in the alphabet will appear on that page.

Most English words have a number of different meanings (polycemantic words). Though we are usually interested in a particular meaning of a word, it is a good idea to scan all of the meanings given. By doing so you will form a general impression of the range of meanings that a word may have.

The typical encyclopedic dictionaries are arranged as follows: they have an entry word – the word to be defined, it appears in boldfaced type;

an illustration – sometime the best way to indicate the meaning of a word is through an illustration; pronunciation; the definition that gives the meaning or meanings of a word; illustrative examples; synonyms; parts of speech; usage label (register), which is a warning that people use a word only in certain situations, e.g. formal or slang, or dialect; origin, which means providing some information about the history of a word.

It is common knowledge that encyclopedias also deal with people and places. However, if you need a general identification, the dictionary will usually provide it.

Task and Exercises

1. Find information about the following persons and places in the dictionary:

- | | |
|--------------|---------------|
| 1. Ruth | 5. Fahrenheit |
| 2. Port Said | 6. Huxley |
| 3. Achilles | 7. Plymouth |
| 4. Libra | 8. Wellington |

2. Find information about the following terms:

- | | |
|--------------|--------------|
| 1. ampersand | 5. system |
| 2. schwa | 6. narrative |
| 3. concept | 7. reference |
| 4. sign | 8. structure |

3. Divide words into syllables and indicate accented syllables

- | | |
|-----------------|---------------|
| 1. detrimental | 5. matriarchy |
| 2. distribution | 6. polycemy |
| 3. masquerade | 7. maneuver |
| 4. discourse | 8. Chinese |

4. Using an encyclopaedia provide a appropriate information about:

1. early railways in Ukraine

2. the invention of the Diesel engine

3. natural parks in the Ukraine

4. the Battle of Hastings

5. the biography of a person who has only recently become prominent in the news.

5. What is the deference among reference books, encyclopaedias, and almanacs?

6. Translate and define mathematics and social studies words

1. acute

7. blockade

2. bisects

8. gender

3. initiative

9. radical

4. recall

10. totalitarian

5. obtuse

11. quotient

6. exponent

12. filibuster

7. Review the bookish words and define them

1. concord

a. sympathy

c. agreement

b. conformity

d. boredom

2. restrain

a. hold back

c. remember

b. teach

d. treat badly

3. saturate

a. wring out

c. fill completely

b. imitate

d. dress up

4. deference

a. pressure

c. respect

b. deceit

d. loyalty

- | | | |
|--------------|--------------|----------------|
| 5. appalling | a. revealing | c. shocking |
| | b. annoying | d. rewarding |
| 6. technique | a. detail | c. reason |
| | b. method | d. instruction |
| 7. stray | a. wander | c. lonely |
| | b. direct | d. puzzled |

UNIT 15

LEXICO - GRAMMATICAL TESTS

Error Identification: 10 - Point Checklist of Problem Areas

1. Check for subject and verb (both present, neither repeated).
Example of error: The pleasure all mine.
2. Check verb agreement, tense and form.
Example of error: He lice reading books.
3. Check for full subordination.
Example of error: Despite of her need to speak English she didn't learn it.
4. Check the verbals.
Example of error: this is a very interested system.
5. Check pronoun form, agreement and reference.
Example of error: My friend and myself decided to have a picnic.
6. Check word form.
Example of error: We need to improve our economical situation.
7. Check word order.
Example of error: Do you know who did write a book?
8. Check for parallel structure.
Example of error: He likes to swim, to play tennis and riding horses.
9. Check for unnecessary repetition:
Example of error: He was a very fast, quick runner.
10. Check for correct usage:
Example of error: She is interested for learning Arabic.

Test № 1.

1. Word formation: add proper suffixes and prefixes.
Make any other changes if necessary.

MAKE VERBS:

use	conduct.....
sympathy	fertile.....
regular.....	hospital

MAKE NOUNS:

regular	.....	captive	.....
manage	.....	hospital	
.....			
active	.....	proper	.....

MAKE THESE WORDS NEGATIVE

regular	.....	practical	.....	just	.....
correct	.....	hospital	.....	competent	.....
legal	.....	necessary	.....	known	

MAKE THESE WORDS FEMININE:

poet	.....	hero	.....
tiger	.....	lion	.....
master	.....	actor	.....
duke	.....	window	.....

MAKE ABSTRACT NOUNS:

high	.....	deep	.....	fly	.....
young	.....	wide	.....	true	.....
dead	.....	long	.....	grow	.....

Test № 2. Correct the mistake

1. Jane Eyre, a little girl of ten, had no mother or father and lived in the family

A

B

C

of his uncle.

D

2. For supper we had a piece of bread and any water.

A

B

C

D

3. Vicoria Falls is more that twice as big as Niagara and almost one and a half times as wide.

A

B

C

D

4. The Hamalayan mountains are the high of all the earth's mountaun's.

A

B

C

D

5. Yellowstone National Park covers an area of 3,472 square mile.

A

B

C

D

6. From the earliest time men wanted to fly.

A

B

C

D

7. During the first flight, which took place in France the balloon rose down in the air.

A

B

C

D

8. On February 1971 the British monetary system was changed.

A

B

C

D

9. I will not be able to join on your trip.

A

B

C

D

10. The family had dinner when the bell rang.

A

B

C

D

Test № 3 Find the mistakes in the following sentences

1. The President of Ukraine elected by universal, direct secrete ballot for a term of 5 years.

A

B

C

D

2. There is a large traces of forests in the north, and flat steppes in the south.

A

B

C

D

3. Windows is a software program that makes your computer easiest to use.

A B

C

D

4. You will hardly able to find a good job unless you master the English

A B

C

language.

D

5. Some of the students who live on campus either cook their meals herself

A

B

C

or eat at cafes and canteens.

D

6. There isn't many sense in what you suggest.

A B

C

D

7. Who can tell me where is my key?

A

B

C D

8. I may not to do the work today, I have plenty of time.

A

B

C

D

9. If you had sent me a telegram, I would met you at the station.

A

B

C

D

10. In the future you may find more robots replacing peoples in industry.

A

B

C

D

Task № 4 Find the mistakes in the following sentences

1. The Supreme Rada deputies represents majority of political parties,

A

B

C

social organizations and movements.

D

2. The Internet is already the bigger source of information on the planet.

A

B

C

D

3. Among a great number of foreign language I've chosen English because

A

B

C

it is the world's most important in politics, science and culture.

D

4. We try to keep nothing in order, sweep and wash the floor regularly.

A

B

C

D

5. It is some tasty things in my fridge.

A

B

C

D

6. You never had to take part in the war, hadn't you?

A

B

C

D

7. Does your new assistant know how operating the new machine?

A

B

C

D

8. You can not worry. All is going to be fine.

A

B

C

D

9. If she were attentive, she won't make so many mistakes.

A

B

C

D

10. The tourist have asked a passer-by how far the post office was.

A

B

C

D

Task № 5. Circle the letter of the underlined portion which is not correct

1. Excepting for the graduates student, everyone will have to take the tests

A

B

C

D

on the same day.

2. John always arrives lately for his chemistry class even though he leaves his

A

B

C

dormitory plenty of time.

D

3. Soon after Mel has finished his thesis, he will leave for Boston, where

A

B

C

he has a job waiting on him.

D

4. According the weatherman, there is a fifty percent chance of rain

A

B

forecast for today and a greater chance for over the weekend.

C

D

5. The athlete was disqualified from the tournament for participating at an

A

B

C

D

illegal demonstration.

6. Scientists were interested about the radioactivity emanating from the

A

B

C

D

nuclear power plant.

7. Paris has been well known about its famous monuments, beautiful

A

B

C

music, and wonderful restaurants for over one hundred years.

D

Select the correct word to complete each sentence

1. A fear (at/of) closed-in areas is called claustrophobia.
2. Ms. Davis asked up to help pass (out/ up) some free (sample/ example)

Test № 6 Correct mistakes. Mind that there is only one mistake in a sentence.

1. I couldn't buy a newspapers because the shops were not opened.
2. The woman was opposite to her son's marriage.
3. The opposite woman was knitting a cardigan.
4. I think the microphone or the recording mechanisms are broken/
5. Turning on the radio, I noticed immediately that it was out or order.
6. When Lillian arrived, I ordered two other cups of coffee.
7. Ought we go now? It's getting late.
8. I know the woman which is filling the glass.
9. The woman is filling the glass is on the table.
10. You can decide what important to you.
11. Do you know anybody that can play the piano?
12. Do you remember the woman which is playing the piano at the party?
13. A coffee maker is machine who makes coffee.
14. I usually go early to bed.
15. I open quietly the door always.
16. We are going tomorrow to the party.

Test № 7 Correct mistakes.

1. My sister's old boy-friend was silting beside me.

2. German cars are more expensive but they are more fast.
3. Both of them were not telling truth.
4. I have bought a tape-recorder just a week ago, on the 4th of November.
5. How happy he is! He had lots of good luck in his life.
6. Do you remember the woman which is playing the piano at the party?
7. He average salt content of seawater is more then three percent.
8. The isotopes of one element can have different weighs.
9. Tell the pupils not make a noise at the lesson.

Test № 8 Correct mistakes.

1. After a week we are going to Italy.
2. After you will leave we will write to you every day.
3. It is a month ago since he left Germany.
4. All of us didn't want to go to bed.
5. In the cities the streets are full of litters.
6. Today there are too many people for too little jobs.
7. I don't like your climate and I don't like English food also.
8. I prefer eating fresh things as tomatoes and lettuce.
9. I'll pay you as soon as I will receive the parcel.
10. I'm afraid I speak English very bad.

Test № 9 Correct mistakes.

1. In my opinion the government must to do something about the problem.
2. Two weeks ago my friend and myself decided to have a picnic.
3. Nobody never tools you the truth.
4. The news are never very good now.
5. Don't forget to off the lights before you go out.
6. When it will stop raining we can go out.
7. One of the eggs were bad.
8. She said that the jumper was made from wool.

Test № 10. Correct mistakes.

1. From 1785 to 1790, the capital of the U.S. will be located in New York City.
2. More than 300 different kinds of nails manufactured in the U.S.
3. Lead poisoning can result if to much lead builds up in the body.

4. Latex rubber is made from a milky substantial in plants and trees of the sapodilla family.
5. The state with the most large production of tobacco products is North Carolina.
6. Alfalfa is a nutritious crop rich in proteins, minerals, and with vitamins.
7. A water molecule consists of two hydrogen atoms and had one oxygen atom.
8. After the yolk is separated from the white, it must be boil immediately.
9. The value of precious gems is determined by their hardness, colour, and brilliant.
10. There exists more then 2.600 varieties of plan trees.
11. What time have you to start work?
12. You can't smoking in here.
13. They answered on all their questions.
14. Computers are an electronic devices.
15. I gave the money to my mother and she put them in her bag.

Test № 11. Correct mistakes.

1. I'm usually get up at 7 in the morning.
2. Everybody looked on her with surpass.
3. Mechanical engineering is an applied scientist.
4. Do you think that most people are happy in their jobs?
5. Where is your cousin work?
6. I send a letter to my friend tomorrow.
7. Thank you letter.
8. I'm not write a test now.
9. He can speak English when he was seven.
10. He finished school in last year.
11. There are always some car there.
12. Many water is necessary for crops to grow well.
13. What is largest city in the world?
14. Can you to write a letter in English?
15. We often go to the country at summer.
16. I often feel tired on the evening.

Test №12. Correct mistakes.

1. My father's name Sergey.
2. I don't like dogs. I'm afraid of they.
3. My friends waiting for me.
4. She can't to cook such dinner.
5. Are you working every day?
6. He goes to home every Friday.
7. He wanted to see her but she didn't want to see his
8. What do you read now?
9. We not go to the country next winter.
10. He goes to the south a week ago.
11. He couldn't to stay there for the night.
12. What are you doing every morning?
13. My friend is not like to play football.
14. Where do you spend last summer?
15. I like that camera. I'm going to buy him.
16. My grandmother isn't work. She is on pension.
17. My sister is eating sweets every day.
18. I could not to go to the library yesterday.
19. We invited his to our party.
20. Listen! Who plays the piano in the next room?

Test №13 Correct mistakes

1. There are a teacher and students in the class.
2. I am not American and he aren't either.
3. I don't like Mary and Mary don't like me.
4. It is my book and that is her.
5. Economics are very important now.
6. Will you give his this book?
7. It's a very interested system.
8. Thanks you for the compliment.
9. What country are you of?
10. I'm just beginner.

Test №14 Correct mistakes

1. All of the money are in the bank.
2. Their decision will depend on how good is your offer.
3. Nobody have complained about the noise in the office.
4. The widely used natural fibber of all is cotton.
5. Climate, soil type, and availability of water are the most critical factors than selecting the best type of grass for a lawn.
6. The leek, a member of the lily family, has a mildest taste the onion.
7. The Monarch butterfly migrates from Canada and the northern U.S. to warmest areas in California, Florida, and Mexico.
8. Peter Abelard, a logician and theologian, was the controversialist teacher of his age.
9. Protein molecule are the most complex than the molecules of carbohydrates and lipids.
10. The grizzly bear, which can grow up to eight feet tall, has been called a more dangerous animal of North America.

Test №15 Correct mistakes

1. Do you can help me a minute?
2. What time have you to stark work?
3. I must to go now. Bye-bye.
4. We no allowed to wear jeans at school.
5. We no can do what we want.
6. I mustn't do the washing and ironing because by mother does it for me.
7. You can't smoking in here.
8. My mother have to work very hard 6 days a week.
9. What are you doing this night?
10. What did you do the last weekend?

Test 16. Choose the letter of the word or the group of words that best completes the sentence.

1. It is no use _____ to learn a language just by studying a dictionary.
A) to try B) trying
C) in trying D) having tried

2. When _____ the conference?
A) the doctor attended B) did the doctor attend
C) the doctor will attend D) the doctor's attendance
3. One of the first industries to be affected by the Industrial Revolution _____
A) in the textile industry B) the textile industry was
C) the textile industry D) was the textile industry
4. Small banks now _____ with larger banks by finding a special need and meeting it.
A) compete C) have been competing
B) are competing D) have competed
5. The customers often _____ around for the highest return on their savings on the lowest rate they can get on a loan.
A) are looking C) were looking
B) look D) have looked
6. He usually does her work very _____ and well, but today she seems a little preoccupied.
A) careful manner B) carefully
C) care D) careful
7. A) Have you been ever to the Planetarium?
B) Have ever you been to the Planetarium?
C) Have you been to the Planetarium ever?
D) Have you ever been to the Planetarium?
8. He made a silly mistake. It was very stupid _____ him.
A) about B) with
C) of D) to
9. This is the best film I have _____ seen.
A) still B) ever
B) never D) so far

10. Jack _____ regularly late for school.

- A) - B) is
C) be D) does

11. Ukraine's to the Black Sea and presence of large navigable rivers running through its territory has promoted the development of trade and culture.

- a) latitude c) landscape
b) border d) proximity

12. English is socially especially at present time.

- a) required c) provided
b) supported d) rejected

13. The natural beauty of the landscape predisposes the students to study.

- a) hostel c) academic building
b) campus d) stadium

14. is the most mountainous region with the highest peak Ben Nevis.

- a) Ireland c) England
b) Northern Ireland d) Scotland

15. Many intercity and international passenger trains have special cars, such as dining cars and sleeping cars, in addition to

- a) vans b) racks
b) coaches d) berth

16. To be on the safe side and to spare yourself the trouble of standing long hours in a queue, you'd better book tickets in a

- a) bookstand c) waiting room

- b) train d) booking-office

17. It is possible to get into and computer along the route, intercept and even change the being sent over the Internet.

- a) data c) path
b) route d) users

18. The University offers comfortable to 1,100 students and post graduates.

- a) database c) term
b) accommodation d) achievement

19. Henry is good-looking, indeed, but there is something in the look of his grey eyes.

- a) unkind c) pale
b) brave d) shy

20. The Parliament of Great Britain consist of two

- a) parties c) houses
b) chambers d) parts

Test 13. Choose the letter of the word or group of words that best completes the sentence.

A. No permission has _____ for anybody to enter the building.

01. been given 02. given 03. to give 04. be given

B. We wondered who was going to pay for the _____ window.

01. break 02. breaking 03. broke 04. broken

C. Is _____ possible to fly to the moon in a spaceship?

01. now 02. man 03. that 04. it

D. The students are _____ young people between the ages of sixteen and twenty.

01. most 02. mostly 03. almost 04. more

E. Tell the boy _____ such a loud noise when eating.

01. not make 02. not to make 03. to not make 04. to make not

F. If you had worked harder, you _____ the exam.

01. would pass 02. should pass 03. had passed 04. would have passed

Test 14. Choose the letter of the word or group of words that best completes the sentence.

A. The actor gave an _____ performance.

01. amaze 02. amazingly 03. amazing

B. The new employee was the _____ for Mr. Topper, who retired last month.

01. replace 02. replaceable 03. replacement

C. Jonas Jack was an extremely _____ scientist.

01. create 02. creatively 03. creative 04. creativity

D) The professionals had common interests that allowed them to _____ a working relationship with each other.

01. cultivated 02. cultivate 03. cultivation

E. The course programme was designed _____ to be easy to follow.

01. purposefully 02. purposeful 03. purposely 04. purpose

F. The _____ of his understanding of math is remarkable.

01. deep 02. deeply 03. depth 04. Deepen

Test 15. Choose the letter of the word or group of words that best completes the sentence.

A. It's very kind _____ invite me.

01. from you to 02. by you to 03. of you to 04. that you

B. I am thankful _____ what he has done for us.

01. for 02. on 03. at 04. into

C. _____ I am not interested in French any more, I am going to start learning English.

01. Because of 02. Since 03. For 04. In spite of

D. _____ everyone's surprise, little Jause worked out the problem within a few minutes.

01. To 02. With 03. In 04. For

E. What time does the train _____ When Beijing?

01. Leave _____ for 02. Leave to _____ and

03. get _____ to 04. go away _____ for

F. His uncle wouldn't change his habit. He insists _____ and will never _____

01. smoking on _____ give up it

02. on smoking _____ give it up

03. on smoking _____ give in it

04. on to smoke _____ give it in

Test 16. Choose the letter of the word or group of words that best completes the sentence.

A. As I had plenty of money _____ to help her.

01. able 02. could 03. am able 04. was able

B. The shoes he wore made his _____ look funny.

01. feet 02. foots 03. Hand

C. Come and see me whenever _____.

01. you are convenient 02. you will be convenient

03. it is convenient to you 04. it will be considered to you

D. They didn't ask questions for they _____.

01. afraid to laughed at 02. were afraid of being laughed at

03. afraid being laughed at 04. were afraid of laughed at

E. What can I get my friend for her birthday? That depends on how much _____ to spend.

01. do you want 02. you do want 03. you want 04. want you

F. After seeing the movie, _____

- 01. the book was read by him
- 02. the book made him want to read it
- 03. he wanted to read the book
- 04. the reading of the book interested him

Test 17. Choose the letter of the word or group of words that best completes the sentence.

I. A. It was necessary for him to _____ them all week.

01. entertain 02. entertainment 03. entertaining

B. You could _____ John as a religious person.

01. character 02. characterize 03. characteristic

C. The _____ worlds of Jules Verne fascinated generations.

01. imagine 02. imaginary 03. imagination

D. These two chemicals are _____ on the basis of their composition.

01. compare 02. comparative 03. Comparable

E. _____ words still attracted travelers.

01. explore 02. exploration 03. unexplored

F. The success of a computer programmer cannot be attributed only to his education and his _____.

01. clever 02. cleverer 03. Cleverness

II. 1. ... is the third longest river in Europe.

- a) the Dniester c) the Dnieper
- b) the South Bug d) the Donets

2. English is socially especially at present time.
- a) required
 - b) required
 - c) provided
 - d) rejected
3. My girl-friend wears her hair
- a) busy
 - b) attractive
 - c) long
 - d) graceful
4. Railway is still one of the ... ways of transporting cargoes, as well as people, over long distances.
- a) shortest
 - b) cheapest
 - c) most expensive
 - d) fastest
5. I have a high of him.
- a) measure
 - b) standard
 - c) opinion
 - d) humour
6. The are very busy carrying luggage to the train or pushing it on their trucks.
- a) porters
 - b) conductors
 - c) locomotive- drivers
 - d) booking-office clerks
7. ... has more people than the other parts of the British Isles.
- a) Scotland
 - b) England
 - c) Wales
 - d) Northern Ireland
8. About four fifth of the population of Great Britain are.....
- a) rural
 - b) farmers
 - c) coal-miners
 - d) urban
9. are those concerned with their practical application.

- a) technologies
- b) applied science
- c) newer branches of science
- d) traditional branches of science

10. DIIT offers comfortable ... to students and post graduates.

- a) accommodation
- b) parkland
- c) football fields
- d) sport grounds

Test 18. Choose the letter of the word or group of words that best completes the sentence.

I. A. The ideas of working four, 10-hour work days _____ to the employees.

- 01. attraction
- 02. attractively
- 03. attractive
- 04. attractiveness

B. It is not _____ to stay up late the night before a test.

- 01. advice
- 02. advisability
- 03. advise
- 04. advisable

C. Human beings like to _____ the behavior of monkeys.

- 01. observant
- 02. observation
- 03. observe
- 04. observable

D. He was _____ born into a rich family of a businessman.

- 01. advantage
- 02. advantageously
- 03. disadvantage
- 04. advantageous

E. It was _____ easy for him to learn baseball because he had been a cricket player.

- 01. comparative
- 02. compare
- 03. comparison
- 04. comparatively

F. They _____ everyone under age 21 from the contest.

- 01. exclusively
- 02. exclusive
- 03. exclusion
- 04. excluded

II.1. ... is organized knowledge obtained by observation and testing of facts about the physical world, natural laws and society.

- a) applied science
- b) pure science
- c) one of the newer fields of science
- d) biotechnology

2. Developments in ... can lead to better production of food, prevention of disease and improved medicines.

- a) aeronautics
- b) biotechnology
- c) artificial intelligence
- d) geopolitics

3. ... is the material that loses all resistance to electricity, usually at low temperatures.

- a) insulator
- b) plastic
- c) superconductor
- d) aluminium

4. Students still have to pay fees but the local authorities give ... to most students whose parents cannot pay.

- a) grants
- b) presents
- c) summer vocations
- d) tasks

5. Students working for their first degree at university are called....

- a) postgraduates
- b) junior specialists
- c) of Arts undergraduates
- d) masters

6. When a student finishes the course and passes exams, he receives

- a) example
- b) degree
- c) grant
- d) task

7. The ... is almost on level with the floor of the carriage.

- a) train
- b) passenger
- c) ticket
- d) platform

8. What kind of state is Ukraine?

- | | |
|----------------------------------|-------------------------------|
| a) parliamentary monarchy | c) dependent and sovereign |
| b) autonomy republic
republic | d) presidential parliamentary |

9. Several factors contributed to standard English spelling.

- | | |
|-----------------|---------------|
| a) influencing | c) using |
| b) establishing | d) practicing |

10. The natural beauty of the landscape predisposes the students to study.

- | | |
|-----------|----------------------|
| a) hostel | c) academic building |
| b) campus | d) stadium |

Test 19. Correct mistakes.

1. Buying clothes are often a very time-consuming practice because those clothes that a person likes are rarely the ones that fit him or her.
2. Because they had spent too many time considering the new contract, the students lost the opportunity to lease the apartment.
3. These televisions are all too expensive for we to buy at this time, but perhaps we will return later.
4. The next important question we have to decide is when do we have to submit the proposal.
5. John decided to buy in the morning a new car, but in the afternoon he changed his mind.
6. Many theories on conserving the purity of water has been proposed, but not one has been as widely accepted as this one.
7. The manager has finished working on the report last night, and now she will begin to write the other proposal.
8. Because Sam and Michel had done all of the work their selves, they were unwilling to give the results to Joan.
9. Daniel said that if he had to do another homework tonight, he would not be able to attend the concert.

Test20. Correct mistakes.

1. She begun her singing lessons last Monday.
2. She did find one organisation that suit her temperament - the Cult of the Month Club.
3. She finally lost her temper because of he paid no attention to her.
4. I was used to be afraid to talk to people.
5. The president expect to do four speeches in the month before the election.
6. Jed asked we whether I was good at sailing?
7. If they would try harder, they would succeed.
8. No sooner had I left when my typewriter was stolen.
9. The office in Boston was better equipped than Nev.' York.
10. The studio was large, sugar and with a lot of sun.
11. A good song stays with someone, making you feel less alone.
12. They appointed she and I to a subcommittee.

Test 21. Correct mistakes.

1. We can't hardly wait to visit Mexico City.
2. She didn't say nothing about the new programme.
3. Math problems, which is her speciality, cause her no concern.
4. The pleasures of motorcyclist includes repairing the bike.
5. Either his children or his cat are responsible for the goldfish.
6. Alex is taller than me.
7. John will read his poems to whomever will listen.
8. They have done a thing to deserve the punishment.
9. The specialists prepared software for new subjects.
10. Kennedy's have been stalked by tragedy.
11. That will be a dilemma for you and I.
12. He and me were good friends.

Test 22. Correct mistakes.

1. Jane is fond of sports. She is doing her morning exercises every day.
2. The children eat soup now.
3. If you'll translate this article into Ukrainian, I shall use it in my report.
4. Why you went to the shop yesterday?
5. I did my homework in the reading-room tomorrow.

6. You may to take my book.
7. In Wednesday I usually have a lot of homework.
8. He is a engineer.
9. My brother is older than your.
10. He understands her and she understands his.

Test 23. Correct mistakes.

1. Marketing research are a service function it exists to make better marketing decisions.
2. Marketing research may to involve more about customers or about competitors.
3. The list of important questions is more long but perhaps the point is clear.
4. The management of this information collection usually called marketing research.
5. You must be careful never lose sight of the basic purpose of marketing research.
6. What type of information do you think should we know about our consumers when we are designing our marketing mix.
7. As we say before marketing really starts with understanding the consumer.
8. Let us discuss how are some product distributed in the country.
9. We'll first discuss buyer characteristics which affect on consumer behaviour.
10. Here some of the challenges I face are.
11. Once we have recognised all the factors that influence buyer behaviour it's time to look at the decision making process that buyers using.
12. Because the buyer feels that it is very prestigious to be seen ate an American chocolate bar he decides to buy the chocolate and not my bread.

Test 24.

I. Identify the one underlined word or phase that is extra in the sentence.

1. The ingredients or tools of the marketing mix they are grouped under 4 broad categories.
2. The auditor's report is brief, short and easy to understand.

- II. Identify the underlined word or phrase that must be changed in order for the sentence to be correct.**

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10. Can you come more early next time?

A B C D

Test 25. Identify the one underlined word or phrase, that should be corrected or rewritten.

1. Our sales director is a marketer by education, besides he is a brilliant speaker.
2. What country are these products of?
3. I think he don't know the components of the Marketing mix.
4. Suppose I am a footwear manufacture in Toronto and I want to sell my product nationally.
5. Many producers are not largely enough to carry out direct marketing.
6. Many producers do not have the skills and knowledge's to.
7. She likes reading historic hovels.
8. I have been in the hospital for the last 2 weeks.
9. Their decision will depend how good is your offer.
10. Two hundreds of children are born in the city every day.
11. I and some of my classmates will publish a magazine.
12. If it will rain. I shall come and meet you in the car.

II. Identify the underlined word or phrase that must be changed in order for the sentence to be correct.

1. He will translate the text If he will have a dictionary at hand.

A B C D

2. We are going for a walk. Who is wanting to go with us?

A B C D

3. John asked if I was there before.

A B C D

4. We hadn't heard from him since he left for Kenya.

A B C D

5. Bad news travel fast.

A B C D

6. I am here since September.

A	B	C
1	1	1
1	1	0
1	0	1
1	0	0
0	1	1
0	1	0
0	0	1
0	0	0

7. John must to take a taxi because he was late.

A B C D

8. I slipped away while the others had lunch.

A B C D

9. If you find any money they are mine.

A	B	C	D
---	---	---	---

10. She wasn't able to carry all these suitcases by herself. Somebody must help her.

	A	B	C
D			

Test 26. Correct mistakes.

1. Most of the ill people were very old.
2. Some of those who can't find a job decide to emigrate.
3. He said that money was not important for him.
4. To the first 2 days the radio worked very well.
- 5 To arriving at the airport we discovered that the plane would be late.
6. I work 8 hours in a day.
7. The increase of crime is accelerating.
8. At the end of the course it will be a party at the language school.
9. First we have to improve our economical situation.

Test 27. Correct mistakes.

1. I'm looking forward to hear from you.
2. She makes us do a lots of homework.
3. What a bad luck! There were no newspaper in the kiosk.
4. Unfortunately I couldn't manage to pass the exam.

5. I asked my friend if he could recommend a good mark of a cassette recorder.
6. Inside the coat there is an mark which says that it is made in Italy.
7. The color of the jacket matches to the trousers.
8. The matter is that I don't want to take him will us.

Test 28. Correct mistakes.

1. The Brazilian economics seems be improving.
2. He has got every thing he ever dreamed for.
3. The authorities have put a lot of efforts into making the streets cleaner.
4. My sister is just two years elder than me.
5. Our main energetic source is nuclear power.
6. I enjoy to speak foreign languages.
7. Our teacher is a typical English.
8. Olga was not enough old to drive a car.
9. A strange woman entered into the room and closed the window.

Test 29. Correct mistakes.

1. If you have nothing it do why don't you visit the historic museums.
2. People tend to become less imaginary as they grow older.
3. Some of those who can't find a job decide to immigrate.
4. The way he shouted at me was very unpolite.
5. He said that money was not important for him.
6. In 1st July we went to Italy by car.
7. In the following morning she called me at the office.
8. I work eight hours in a day.
9. As it was raining we decided to stay indoor.

Test 30. Correct mistakes.

1. When I got home with the recorder, it wouldn't work. I tried to find the mistake myself.
2. In that moment the door opened.
3. I wonder where all their money come from.
4. The company provides a free-months training course.
5. The harbor was full of ships of different nationalities.
6. I have always found the nature fascinating.
7. Many people were necessary to leave their homes during the earthquake.
8. Henry neither told Maria nor her sister that he had lost his job.

9. The cooker puts too much salt in the food.
10. The garage borrowed me another car while mine was repaired.
11. Can I borrow your bathroom, please.
12. He bought a very well-known brand of car.
13. Every morning my first job is prepare a breakfast.
14. I am sorry for being late but I had a business to take care of.

Для нотаток

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Навчальне видання

Власова Тетяна Іванівна

Learn Uscience

НАВЧАЛЬНИЙ ПОСІБНИК ДЛЯ ЗДОБУВАЧІВ ОСВІТНІХ РІВНІВ
«МАГІСТР» ТА «ДОКТОР ФІЛОСОФІЇ» ТЕХНІЧНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

2-ге видання, перероблене та доповнене

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